

PROBLEMS OF INDIAN EDUCATION

By
Prof. B. C. Roy

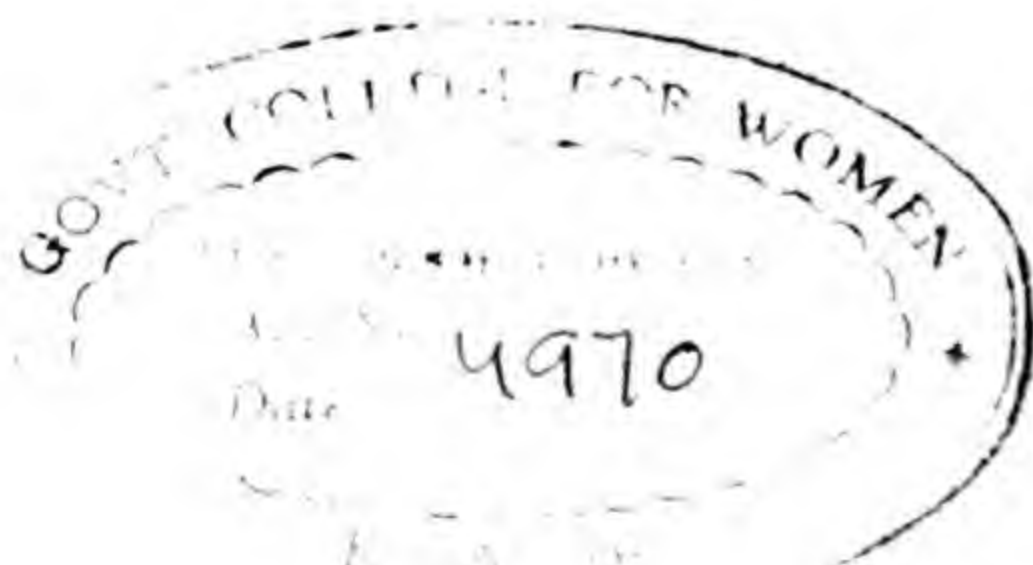
Rs. 8.50



Prakashan Kendra
NEW BUILDINGS, AMINABAD, LUCKNOW.

Published by :
PRAKASHAN KENDRA,
New Buildings,
Aminabad, Lucknow.

CA
370-954
R 812 E
Price : Rs. 8.50 only



Printed at :
Moral Printing Works
ALLAHABAD.

P R E F A T O R Y N O T E

The problems of Education, in ancient period, were comparatively few and began to increase in the Medieval period. During British period the problems assumed serious and complicated form—curriculum, method of teaching, system of examination, condition of teaching staff, social education, control and discipline, etc. For the progress of education in India these problems should be solved quickly and effectively; more so, to bring about the socialist system and security of democracy in India it is essential to find out the requisite solution. The author has exhaustively discussed the chief problems in the following pages, *viz.* Primary Education, its history and development; Secondary Education before Independence and after; Higher Education; Social (Adult) Education; Technical and Vocational Education—its history and development; Teacher Education—importance of teachers in ancient period and now; Education of Women—tracing it to ancient period, Medieval period, during East India Company's and British rules, and after Independence; Wastage and Stagnation in the Indian Education; Organization and Planning of Education in India, touching all the aspects of educational system and educational administration and planning in India; Financial aspects of Education; Latest Activities in Indian Education; Experiments in Indian Education.

The great English Writer John Ruskin aptly remarked "Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave."

India is a democratic country and to make it a successful democracy it is necessary to impart education of best and ideal citizenship to the people. It is all the more necessary because only 24 per cent of the population of India are literate. Therefore compulsory primary education is provided in our Constitution (Vide Article 45 thereof).

Lenin was of the view that the building of socialism on the basis of illiterate people cannot be possible because in illiterate person is outside the field of politics. The mind and view-point of an illiterate person are not broad, which are necessary for the development of healthy political life.

Secondary and Higher Education are of ancient period but changes in form and nature are needed and the author has traced their growth from British period right up to the post-Independent period.

The author has thus exhaustively touched all the problems of education in India.

The book is presented in questions and answers form for facility of the students of Education to trace any problem confronting him on the subjects. It is written in easy and fluent English understandable by all students.

Publishers.

CONTENTS

	Pages
Chapter I—	
Chief Problems of Indian Education ...	1
Chapter II—	
✓ Primary Education ...	(14)
Chapter III—	
(Secondary Education) ...	(33)
Chapter IV—	
✓ Higher Education of India ...	(49)
Chapter V—	
Social (Adult) Education ...	68
Chapter VI—	
✓ Technical and Vocational Education ...	(100)
Chapter VII—	
✓ Teacher Education ...	123
Chapter VIII—	
(Women Education in India) ...	(146)
Chapter IX—	
Wastage and Stagnation ...	149
Chapter X—	
Organisation and Planning of Education in India ...	169
Chapter XI—	
Educational Administration in India ...	189
Chapter XII—	
Education Finance ...	210

	Pages
Chapter XIII—	
Latest Activities in Indian Education	... 219
Chapter XIV—	
Some Experiments in Indian Education	... 240

CHAPTER I

CHIEF PROBLEMS OF INDIAN EDUCATION

Q. *Discuss the chief problems of Indian education.*

Or

"The Indian education is facing manifold problems which are difficult to be tackled." Discuss.

Introduction.—The development of education gives birth to different types of problems. With the development of Indian education, the problems of Indian education also increased. In very ancient period, there were very few problems in the field of education. The problems of education began to increase in the Medieval period. These problems assumed very serious and complicated form in the British period and in the modern period these problems have become still more serious and complicated. The problems of curriculum, method of teaching, system of examination, condition of teachers, extensive social education, wastage and stagnation, control of education, and discipline etc., are some of the important problems which have been existing for nearly a period of 200 years. Besides these in the modern period, the problems of indiscipline, extensive social education and language have become very serious and complicated.

It is necessary for the progress of Indian education that these problems should be solved as early as possible. Nearly 24 years have elapsed since India has attained independence, yet we have not been able to solve these problems. Education occupies a very important place in the democratic and socialist system. Hence, in order to ensure the security of Indian democracy and to bring about the socialist system, the solution of these problems is very essential. We will now briefly discuss the chief problems of Indian education :—

(1) **Aimless education.**—The aim of education is individual as well as social. As regards the individual aim of education, it helps in the building of the personality of the individual through his physical, intellectual and moral development. The social education is society-centred instead of being individual-centred. The progress of the society is the aim of social education.

But the individual is a part of the society and the progress of the society is also the progress of the individual and hence the aim of education is to make all round development of the individual. According to Karl Marx, the aim of education is to make the complete development of human-being. According to Mahatma Gandhi, the aim of education is to develop all the powers of man, physical, intellectual and spiritual, which are inherent in him naturally.

It is true that the aim of education is to make the complete development of man. Since the measures of complete development of man change according to time and circumstances, the education should also change accordingly. Education should change according to the changing political, economic and social needs of the country. The aim of the education, which was in the pre-independent period cannot continue to be accepted in the independent India. It is a matter of great regret that there is no definite aim before the Indian students. Innumerable young men and women are receiving education in schools and colleges without having any definite aim before them. They have no goal or aim in their life. Most of the young students consider the getting of jobs as the ultimate aim of their education.

It has to be admitted that we have not been able to change the aims of our education in accordance with the changing situation and circumstances of the country. Kothari Commission has remarked in very clear words that the most important reform in the education is to change it or to make endeavour so that it may be related to the life of the people, their needs and aspiration and, thus, we will have to develop education as a powerful weapons for bringing about social, economic and cultural changes, which are necessary for the achievement of national objectives. According to this aim, the development of education should be made in such a way so that it may lead to social and national unity, tendencies of modernisation may be made mobile and social, and moral values may be established.

In short, we may say that modern education should aim at the fulfilment of the needs of the citizens and develop the feeling of universal brotherhood among them.

(2) Defective curriculum.—Another chief problem of Indian education is its defective and unbalanced curriculum. The curriculum which is prescribed for the study of the students, emphasises only bookish knowledge. The relation of curriculum has not been established with life and consequently many young persons who have received higher education are facing the problem of unemployment.

The Secondary Education Commission has pointed out the following defects of the curriculum :—

- (a) The present curriculum is very narrow.
- (b) It is bookish and theoretical.
- (c) It includes more subjects than are required and many of them are useless and unnecessary.
- (d) Emphasis is not given on teaching the boys practical subject and other types of activities, which may help development of the versatile personality of the child.
- (e) The curriculum does not fulfil the different needs and interest of the students.
- (f) The curriculum lacks technical and professional subjects.

The Kothari Commission has also dealt with in detail the defects of the curriculum. The Commission has pointed out that in the back-ground of the important efforts that are being made in the foreign countries in the development of curriculum, it appears that the basis of the curriculum, in India is very narrow and out of date. There are three main parts of the education—(i) to impart knowledge, (ii) to increase the skills, and (iii) to inculcate proper interests, tendencies and values. Our schools (and also colleges) are mostly limited only to the first part of the education and are only trying to impart knowledge to the students and they perform even this work dissatisfactorily. The curriculum emphasises bookish knowledge and cramming. There is insufficient provision of practical activities and experience and there is the prominence of external and internal examinations. Besides this, since adequate importance is not given for the development of the skills, proper aptitude, tendencies and values, the curriculum is not only complete to keep pace with the modern knowledge but it is also not able to keep pace with the lives of the people. Keeping in view these things, the Commission has recommended that there is urgent necessity of improving the curriculum, raising its standard and for reforming it.

(3) Conventional and out-of-date teaching-methods.—Yet another serious problem of our education is that teaching-methods have not been changed in accordance with the change of time and circumstances. Even today the education is not child-centered in India, whereas in other countries, endeavour has been made to make it as much child-centred as possible. While other countries of the world have been adopting new methods of teaching, even today we are adopting the conventional and out-of-date teaching-methods. The whole structure of our education will change, if our teachers

understand as to how, why and what is to be taught. Even today, in India teaching and plays are considered to be separate things. No consideration is given to the interests of the children in teaching and the children are considered such machines as should accept in tact all that is told to them by the teachers. The conventional and out-of-date methods are very much detrimental for the education of our country and hence new teaching methods keeping in view the needs and circumstances of the present time should be adopted with immediate effect.

(4) Defective examination system.—The problem of examination system in India is as serious as the problem of curriculum and the methods of teaching. The aim of our education has become only to pass examinations. The student studies the prescribed curriculum throughout the year and achieves success after passing the annual examination. Emphasis is given throughout the country on the essay type of examination only. The children are not able to acquire real knowledge through this type of examinations. Consequently, our education instead of being knowledge dominating has remained only examination dominating. The students consider it their aim to pass the examination through the help of cheap books and keys. In short, following are the main defects of our examination system :—

- (a) Mostly, only one examination is held in a year with the result the students are not able to acquire proper and real knowledge.
- (b) The number of the examiners is so much that no harmony can be established in their decisions. It depends upon the mood, individual ability, knowledge of the subject and environment to award marks to the examinees.
- (c) Mostly, essay type of examinations are organised, which are completely unsyohological.

If the students do not succeed to get through in the annual examination, their whole year is lost. This leads to the problem of wastage and stagnation in the field of education.

The different Committees and Commissions, which have been appointed to suggest ways and means to reform education have pointed out the seriousness of the problem of defective examination system. The University Education Commission has remarked that although the seriousness and complication of this problem has been increasing with great speed, constructive steps have not been taken to reform it. The Mudaliar and Kothari Commissions have also pointed out the seriousness of this problem. It is, therefore, necessary that all-out efforts should be made to solve this problem as expeditiously as possible.

(5) **Problem of wastage and stagnation.**—India is an under-developed and poor country and the percentage of literacy is very less. Keeping in view this situation, it is very unfortunate that the problem of wastage and stagnation has been existing in the field of education for a very long time. Because of the defective administration, defective environment, defective curriculum and defective examination system, lakhs of students fail every year. Kothari Commission has expressed the view that the rate of wastage is from $1/3$ to $1/2$ in class I. The problem of wastage and stagnation exists at all stages of education. There are some students, who leave education in the middle and there is a large number of students, who fail every year in the examinations. By the session 1965-66 out of every 100 children in class I only 27 children reached in class V; the expenditure incurred on the rest of the students was a sheer wastage. Only 20 per cent students reached at the middle school stage and the rest of the students left their studies in the middle. The same situation exists at the secondary stage of education.

The problem of wastage and stagnation exists not only in the lower classes but it also exists in the higher classes. The rate of wastage and stagnation at different stages of education has posed a serious and complicated problem before the Government and the educationists. It is necessary that some ways and means should be found out as soon as possible to at least reduce wastage and stagnation at all stages of education, if it is not possible to check it completely.

(6) **Problem of control and management.**—The problem of control and management of education is also one of the chief problems in India. Mostly the education upto primary and junior high school is organised by the local district boards and municipalities. Some schools are directly under the control of the State Government, whereas some institutions are under the control of private managements. Some institutions are also under the control of religious institutions. Likewise, secondary schools are also under the control of local boards, private institutions and religious institutions. There are also Government schools. Most of the schools are non-Government and they are managed by the management committees of the schools concerned. Generally, the members of the managing committees are such as make the institutions serve their personal interests.

It is a matter of great regret that some members of the management committees are so influential that even the higher officials of the State Education Department hesitate to take any action against them. Each State has a Secondary Education Board for the organisation of secondary education in the State. Its function is to deter-

mine the curriculum, to select text books and to conduct examinations. The Education Board of the States are not able to function properly because of groupism and party politics. It is a matter of great regret that groupism, favouritism, corruption etc., are rampant in primary as well as secondary schools. The primary schools which are under the control of district boards and municipalities are famous for their miserable conditions. The financial condition of almost all the Boards is bad and miserable and there is low-type of groupism and party politics in these Boards. Most of the members of these Boards are uneducated politicians and they do not properly realise or understand the importance of education. Consequently, the teachers do not receive their salaries for several months together and are transferred on the basis of local party politics and groupism.

Teachers of secondary schools also are the victims of the anger of the members of the management committees. Most of the managers of non-Government schools are not competent and fit to shoulder the grave responsibility of education. Caste-feeling, individual rivalry, jealousy, groupism and corruption are rampant in the management committees of the non-Government schools. The poor teachers of these schools become the victims of these difficulties. Although, it is true that the non-Government secondary schools are under the control of the State Government, yet the powers of the managers are so vast and they are so influential persons that the Government officers are not able to take any action against them and hence they act wilfully in their respective schools.

Most of the universities in India are under the control of State Governments. Only 4 universities are under the control of Central Government. In order to carry on the administration of each university, there is a Vice-Chancellor who looks after the internal management of the university with the help of the different institutions such as the Senate, Executive Council, Academic Council, Faculty and Board of Studies. The universities are autonomous institutions and the Government cannot make much interference in their working. A great controversy has arisen in regard to the autonomy of the universities. Some persons are of the view that universities should be completely free in the field of their management, curriculum and teaching and they should not be subjected to any type of external influence. On the other hand, there is a group of scholars and peoples, who are of the view that since Government gives financial assistance to these universities out of public money, the Government must interfere in the working of the universities.

In the universities also, the control and administration are very loose. The problem of control in the affiliated colleges of the universities has become so serious that its solution seems to be very

difficult. Many colleges are run by private and religious institutions and they include all those defects which exist in the field of secondary education. There are very few institutions at present which are run with the feeling of public welfare. Most of the teaching institutions have become the means of earning money and their managers consider it their main aim to realise utmost money from the Government and the people.

It is important to note here that the condition of the Government schools and colleges is far better than the non-Government institutions. Kothari Commission has made important suggestions in regard to the management, administration and control of education at different stages. If the suggestions of the Kothari Commission are properly implemented, the problem of control, management and administration of education at different stages can be solved.

(7) Problem of indiscipline.—Indiscipline is inoreasing day by day among the Indian students. It is such a serious problem that it has attracted the attention and anxiety of all the scholars and educationists of the country. There are many causes for the prevalence of indiscipline among the students. The prominent among such causes are :—

- (a) defective examination system,
- (b) defective economic system,
- (c) impracticable curriculum, and
- (d) wastage and stagnation.

The chief cause of indiscipline is that education has not been co related with life. After completing their education the students wander here and there and do not get any employment. This naturally brings about the indiscipline among the students.

According to the Secondary Education Commission, there are two forms of indiscipline--(a) at individual stage, and (b) at collective stage. Ordinarily, there does not exist indiscipline among the Indian students in the individual stage. Since the ancient values still exist in India, the students are respectful towards their teachers at the individual stage. But this respect disappears at the collective stage and at the collective stage they are found more indisciplined. According to Kothari Commission, the modern social and economic system are, to a great extent, responsible for the indiscipline among the students. The Commission has also pointed out that the chief cause of indiscipline among the students is the interference of the politicians in the schools, colleges and universities.

In order to solve the problem of indiscipline, it is necessary that the number of students in classes should be reduced, the curriculum should be made useful and practical, examination system should be reformed, aimlessness of education should be ended, sports and games and cultural programmes should be organised, well trained teachers should be appointed and they should be kept away from the party politics. It may be mentioned here that if the problem of indiscipline is not solved soon the whole educational system will prove to be ineffective.

(8) The problem of the medium of education.—It is very difficult and complicated problem in India as to which language (national language Hindi, international language English or regional languages) should be the medium of education. In 1835, Lord Macaulay and William Bentick solved this problem at least for hundred years by forcibly making English language the medium of instruction. English was opposed due to wave of nationalism in the country and it was demanded that English language should not continue to be the medium of education. The use of Hindi received encouragement slowly and gradually in place of English. After the attainment of independence, the regional languages were also encouraged. Radha Krishnan Commission and Mudaliar Commission have also expressed their views in regard to the medium of education.

In 1955, the Language Commission was appointed at all-India level to make recommendations in regard to medium of instruction. This Commission submitted its report in the year 1957. The Commission emphasised that the regional languages should be made the medium of instruction. Radha Krishnan Commission had recommended that regional languages should be made the medium of instruction at secondary stage and the students should be made acquainted with three regional languages, National language—Hindi and English at the secondary and university stage. It was also recommended by the Radha Krishnan Commission that higher education should also be imparted through the national language Devnagri script or through the medium of regional language. In regard to English language, it was pointed out that its importance is only on account of the fact that its knowledge will help us to maintain our relations with foreign countries and to acquire knowledge in respect of the progress made by different countries of the world in different fields. The Language Commission which was appointed in 1955 under the Chairman of Sri B. G. Kher, recommended that English should be taught as a language of comprehension and not as a literary language. This Commission emphasised the importance of Hindi and recommended that it must be taught at the high school stage. Those parts of the country where these languages are not prevalent, they should be taught as compulsory subjects, in

secondary schools. The Commission was of the view that all the universities should conduct their examinations through the medium of Hindi. The Commission recommended that Hindi should be accepted as an optional medium language of the competitive examinations. It was also recommended by the Commission that if the need arises, the regional languages can also be made the medium of these examinations.

Thus, the Language Commission recommended that Hindi should be made the medium of education. Unfortunately, the suggestions of this Commission could not be implemented. It was accepted in the Lok Sabha (House of People) in 1963 that English will continue along with Hindi indefinitely even after 1965. The year 1965 witnessed a lot of Hindi opposing movements in South India. In 1966, Kothari Commission recommended that the regional language should not be made the medium of instructions at the primary and secondary stage only but they should also be made the medium of education at the university stage. Hence, Hindi should be developed as a link language and the use of English should also be continued. The language policy of Kothari Commission was severely criticised and many scholars even remarked that it was only a conspiracy to continue the use of English in India.

At present in different States, education is imparted through the medium of regional languages at the primary and secondary stage. At the higher stage also, endeavours are being made to make the regional languages as the medium of education. But the influence of English has yet not declined at this stage and English language continues to be the medium of education in different universities. Thus, the problem of language still defies solution and it is very essential that this problem should be solved in the earliest possible time and the language controversy should be rest at rest for ever.

(9) Problem of women education.—Another chief problem of education in India is the problem of education of women. The Constitution of India has enshrined in it the principle of equality of men and women. However, we find that women of India lag behind in many respects. It is true that after the attainment of independence a lot of efforts have been made to expand the education of women. The education of women has received a special encouragement in the Five-Year Plan on the basis of recommendations of Radha Krishnan Commission and Secondary Education Commission but still we have not been able to bring the women of India at par with men. In 1965, as compared to 100 boys, only 55 girls were receiving education at the primary stage. At the secondary stage, this number was only 26. At that time the number of women receiving higher education was 2.4 lacs. Thereafter the education

of women has greatly expanded but still the percentage of educated women is very low. The main cause of this narrow view point is the failure to understand the importance of education. It is really a matter of great satisfaction that our Government is conscious of its responsibility towards the education of women and is taking every possible step to encourage the education of women. The Kothari Commission has also emphasized that for some time priority should be given to the education of women in our educational system and only then the problem of education of women can be solved.

(10) Problem of adult education.—It has been pointed out earlier that the number of illiterates is far greater in India than the number of literates. According to census of 1951, the total population of India was then 43,90,72,582. Only 24 per cent of this vast population consisted of literates. At present, the population of India has swelled above 52 crores and there has been no appreciable increase in the percentage of literacy. Some scholars are even of the view that half of the adult illiterates of the whole world reside in India. In view of these facts and circumstances, we need not over-emphasise the importance of adult education. Special arrangements should be made to expand adult education in India.

The efforts that have been made by the Government in regard to education of adults have not met with much success. Proper curriculum and proper teaching method should be adopted for the education of the adults and able and sufficient teachers should be appointed to make the scheme of adult education a success. The Kothari Commission suggested that there should be 60 per cent literacy in India before the year 1971 and 80 per cent by the year 1976. The Kothari Commission has made some very important suggestions to achieve these goals. The prominent among such suggestions are the establishment of 'National Adult Education Council', establishment of 'Adult Education Department in Universities', proper provision of libraries and the establishment of Social Welfare Councils. It may be admitted that we cannot achieve the goal determined by the Kothari Commission so soon. But we can certainly act according to the suggestions of the Commission so as to solve the problem of adult education in India, so that the problem of illiteracy may be solved in India in near future.

(11) The problem of education of the workers and disabled persons.—Industrialisation is progressing with great speed in India. Consequently, the number of working persons is constantly increasing. The education of these workers also poses serious problems before us. Although Government have been emphasising

the education of the workers in the programmes of the expansion of adult education, yet sufficient success has not so far been achieved in this field.

Along with the problem of education of the workers, the problem of the education of the disabled persons is also very serious. There are mainly two types of disabled persons in India—(a) mentally retarded persons, and (b) physically disabled persons. According to Kothari Commission the number of disabled children in India was 25 lacs out of which 14 to 18 lacs were said to be mentally retarded children. With the expansion of civilisation, mental diseases are also increasing. Poverty, bad company, lack of opportunities to education, cruel and apathetic behaviour of the parents, family quarrels etc., are the causes of mental diseases.

There are also lacs of physically disabled children in India. If you ever have had the opportunity of visiting places of our pilgrimages, you must have witnessed the miserable side of the physically disabled persons. There are a large number blind persons in India. So is the case of deaf and dumb persons. Indian society is full of such persons. The Government have made many efforts for the education of disabled persons, but so far sufficient arrangements have not been made for the education of all type of disabled persons. At present, there are 115 schools for of blind children in which 5,000 blind children receive education. This is only the 10 per cent of the number of blind children in India. So is the condition of the education of deaf children. There are 70 schools for the deaf children where 46,000 students receive education. There are 27 schools for mentally retarded children and 2,000 children are receiving education in these schools.

Kothari Commission has pointed out that the efforts which have been made for the education of different types of disabled children, are not sufficient. The Commission has put forward a scheme according to which provision shall be made for the education of 15 percent of the blind, dumb and physically disabled children, and 5 per cent of the mentally retarded children by the year 1966. The Commission has suggested that we should develop this type of education not only on the human basis but also on the basis of utility. The higher education of the disabled children not only helps them to overcome the short-comings but also make them a useful citizen. It is a demand of social justice.

(12) **The problem of technical and professional education.**—With the rapid development of industrialisation in India, the problem of technical and professional education is also becoming defective and complicated. No special provision was made for the profession and technical education before independence. Great

efforts have been made in this direction after the achievement of independence. There was the provision of technical education of 6,600 students till the year 1947. By the year 1951, the number of professional and technical schools increased to 2,339 and 1,87,154 children were receiving education in those institutions. The number of the schools and the students increased to 3,971 and 4,35,796 respectively till the year 1964. Nearly 17,774 engineers and 21,155 overseers were declared to have passed in the year 1967-68. At present, the number of students receiving professional and technical education every year has crossed 6 lacs. Despite this tremendous increase in the number of schools and the students, there still shortage of skilled craftsmen and trained persons in the field of different professions. It is true that many engineers and overseers are facing the problem of unemployment but in other professions there is still shortage of skilled and trained persons. So far, the question of problem of unemployment of engineers and overseers is concerned it is only transitory and will be satisfactorily solved in the course of time. It should not, however, slacken our efforts in the field of technical education. On the other hand, we should speed up our efforts in the field of technical education. Kothari Commission was of the view that by the year 1986, 50 per cent of the students passing high school must take up professional and technical courses. The Commission has made many suggestions in this connection.

In short, we may say that in the modern period, the problem of professional and technical education is also quite serious and every possible effort should be made to solve it satisfactorily.

(13) **Educational system in accordance with political, Social and economic conditions.**—Last but not the least problem that we have before us is this that our educational system is not in accordance with the political, social and economic conditions of the time. In the modern period India has adopted a democratic set up and hence education should also be completely democratic. In the economic field, importance has been given to the socialist programme and hence our educational system should also aim to inculcate the feeling of socialism in the citizens. Because of the social changes, the feelings of caste distinctions and touchability have greatly reduced but still these evils exist in the society. Our educational system should be organised in such a way as may be able to root out completely these evils from our society. In the modern period, we have already moved in the direction of establishing a well-planned socialist, economic and political system and hence our education should also be re-organised and reorientated accordingly. This problem is very serious in the field of education and remedial steps should be taken at an early date. The modern period is the period of internationalism. Efforts are being made in the

different parts of the world to encourage humanist ideas. In the scientific field, man has achieved so much progress that he has even landed on the moon. Education plays an important role in establishing harmony with the vast changing world and hence our education should be able to adapt itself in accordance with the rapid changes that are taking place in different fields in the world. If we are able to solve only this problem and make our educational system in accordance with the changing circumstances, the rest of the problems will automatically be solved.

Conclusion.—It is obvious from the above discussion that in the modern period, there are many problems in the field of Indian education. These problems are so serious that they cannot be solved within a very short period. They require constant study and research and sincere efforts for their solution. However, it may be remarked that our progress depends upon the solution of these problems and the sooner we solve these problems the better. If we are able to solve these problems within a short period, India will find her place among the progressive and developed countries of the world.

CHAPTER II

PRIMARY EDUCATION

Q. Give a brief account of the progress of primary education in India. Discuss its chief problems and how can they be solved?

Or

Mention the difficulties that have been experienced in establishing a free and compulsory system of education in India and the attempts made to overcome them

Introduction. According to John Ruskin, the great English writer of his time, "Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave".

We may call ourselves progressive, modern or civilised but there has been substantially no change in our moral ideals and values.

A man of today presents the same type of problems which the man of ancient period presented. He has changed himself externally but his nature continues to be the same. He wears beautiful and attractive clothes yet he is not different from the ancient man. According to Sir Richard Livingstone, "In the last years the West, at the height of its civilisation has seen human-nature guilty of crimes to which history has no parallel". Hence, the greatest need of modern democratic period is this that man should be taught the lesson of humanism so that he may be made an able citizen of democracy. He has to learn to live with others as a good citizen and to respect the feelings and rights of others. He has to make his contribution in the development of the society otherwise the society cannot continue to be living and mobile. The destruction of the society will inevitably mean our own destruction.

India is a democratic country and to make it a successful democracy, it is necessary to impart education of best and ideal citizenship to the people. This education is also necessary because

only 24 per cent of the people of India are literate. Only by providing compulsory education upto a particular stage, Indians can be expected to become good and able citizens and it is only then the cherished dream of successful democracy can be achieved in India. With this aim in view, Article 45 of the Constitution of India has clearly laid down :

“The State shall endeavour to provide within a period of 10 years from the commencement of this Constitution for the free and compulsory education for all children until they complete the age of 14 years”.

It will be desirable here to make a brief discussion of the history of the development of primary education in India.

HISTORY OF THE DEVELOPMENT OF PRIMARY EDUCATION

We can study the history of the development of primary education in India in two parts—(a) Primary education before the commencement of the system of compulsory primary education, and (b) Compulsory primary education.

(a) Primary education before the commencement of compulsory primary education

From 1757 to 1813.—After the battle of Plassey (1757), the East India Company started its campaign of expanding its empire and from that time a new chapter started in the history of Indian education. Although by that time the condition of Indian education had become miserable because of the wide-spread discontent and anarchy, yet there was a net-work of educational institutions in the whole of India, which had become a part of social and cultural life of the people. There were about one lac educational institutions in Bengal only. But the Britishers crushed and completely shattered the Indian education in order to establish their trade monopoly and political ownership.

From 1813 to 1854.—The modern educational system was started in India by the Christian Missionaries. They built up primary, secondary and higher educational institutions. Indian education was disregarded and ignored under the rule of East India Company. The Charter of 1813 provided that at least one lac rupees was to be spent every year on the revival of Indian literature and expansion of scientific studies. But even this amount, which was not at all sufficient for so vast a population, could not be properly used for a period of 10 years. From 1824 some amount was sanctioned for education but it could not fulfil the needs of the education of the Indians.

From 1854 to 1857.—It was accepted in Wood's Despatch of 1854 that the education of the common people had been completely ignored and disregarded. Wood's Despatch, therefore, suggested that provision should be made to impart practical and useful education to the common people. The number of primary schools should be increased. Native schools should be encouraged through grant-in-aid system. But the officials of East India Company ignored the primary education and spent more money on secondary and higher education. Consequently, the primary education could not make any progress.

From 1857 to 1888.—Stanley's Despatch of 1859 recommended that the Government of India should take-up the responsibility of primary education and advised that the Government should impose local taxes to bear the expenditure of education. Consequently, primary education made some progress during this period.

From 1882 to 1905.—According to recommendations of Indian Education Commission of 1882, the management of primary education was transferred to the local institutions. This new system undoubtedly led to some progress but it cannot be called satisfactory. The real position was this that by transferring the responsibility of primary education to the local institutions, the Government wanted to get rid of this responsibility. Lord Curzon, the Governor-General of India, admitted that primary education was so far ignored and disregarded by the Government. He wrote :

"I am one of those who think that Government has not fulfilled its duty in this respect."

Lord Curzon did praise-worthy works in the field of increasing number of primary schools and in raising their teaching standards. But the partition of Bengal led to wide-spread discontentment and dissatisfaction among the people and his services in the field of education could not be taken into consideration by the people. At its Calcutta Session of 1905, the Congress decided to launch the National Movement. This Movement created consciousness among the Indians in regard to their rights. The primary education takes a turn from this period and advances towards the stage of compulsory primary education.

(b) **Compulsory primary education—**

Early efforts.—Although, no solid efforts were made till the beginning of 20th century in regard to Compulsory primary education, yet some Britishers, who were the lovers of education, were inspired to work in the field of intellectual and social development. Some important suggestions were made in regard to compulsory primary education. Baptist Missionary, William Adam, was the

Suggestions.—In order to remove the above mentioned defects, it is necessary to reduce the hours of working of the teachers. Beside this, they should be encouraged to devote their utmost time in the research work. Each teacher should be given one year leave with salary within a period of 5 years of service for increasing his knowledge and for travelling to foreign countries. They should also be provided with concessional tickets. They should have complete freedom in performing the teaching functions. Only teaching work should be taken from them. It is a very bad practice to burden the teachers with administrative and other works of educational institutions. The suggestions made by Kothari Commission in respect of the promotion of the teachers, improvement in the condition of their service and works etc., are very important and should be implemented with immediate effect.

(5) Wide gulf between the teachers and the students.—Another reason for the decline in the standard of higher education is the fact that there is a wide gulf between the students and the teachers. The number of students in each class is so much that the teacher is not able to recognise each student much less talk of establishing close contact. Consequently, there exists a wide gulf between the teachers and the students. While in western countries the students and the teachers work together like a family and perform some type of functions in their interests, in India it appears that the interests of the students and teachers are separate from each other.

Suggestions.—In order to establish close contacts between the teachers and the students, it is necessary to adopt tutorial system. Besides reducing the number of students in each class, at different hours 4 or 5 students should meet a teacher and hold discussions with him in respect of his subject. Debates and discussions should also be organised. These debates and discussions help to establish close relations between the teachers and the students, and the students are able to increase their knowledge with the help of the teachers.

(6) Defective examination system.—Defective examination system is also one of the chief causes leading to the decline in the standard of university education. It was pointed out by Radha Krishnan Commission that if only one suggestion is made to reform university education, it should be in respect of present examination system. Too much importance is given to the essay type of examinations. Consequently, the students think that they will achieve success by studying some selective questions and consequently they do not devote themselves heart and soul into the studies throughout the year. Most of the students study only selected questions and

hence the standard of education is constantly declining. Besides this, the number of pass marks is so low that they secure it very easily.

Suggestions.—To reform the present examination system, it is necessary to give less prominence to the essay type examination and shift emphasis on internal assessment or evaluation. In place of essay type examination, tests would be more useful. So far students securing 60 per cent, 45 or 48 per cent and 33 per cent marks are awarded first, second and third divisions respectively. The above-mentioned percentage of marks should be increased to 70, 55 and 40 respectively.

(7) Group party-politics.—The prevalence of group party politics is yet another cause which is responsible for the decline in the standard of education in Indian universities. Different political parties endeavour to make their influence in the universities. In every province, there are some particular persons, who are ever eager to establish their control over universities. Consequently, because of party politics such teachers are appointed, who are not properly suitable for teaching work. The groupism of the teachers also lowers the standard of teaching. The teachers remains busy in group party-politics and they do not get sufficient time to throw themselves heart and soul into the teaching work.

Suggestions.—The need for keeping the colleges and universities away from party politics need not be over-emphasised. All the political parties and scholars consider this problem seriously. We should think that the future of our country depends upon the progress of higher education. If the standard of higher education goes on constantly declining, we cannot make progress in any field. The Conferences should be organised for keeping the universities away from party politics. There should be a free discussion in this conference over this problem. Thereafter, a date should be fixed, on which the suggestions should be submitted in this connection. Government should implement the suggestions of the said Committee. So far as possible, the politicians should not be appointed in the universities. The Vice Chancellor should be appointed from among the prominent educationists of the country and they should keep themselves away from party politics and the influence of prominent politicians.

(8) Indiscipline.—Last but not the least, the growing indiscipline among the students is also one of the chief causes responsible for the decline in the standard of higher education. This indiscipline can be of many types and there are many causes for it. The prominent among these causes are the social and economic difficulties; growing unemployment; non-availability of educational facilities, group party-politics; lack of interesting subjects in the curriculum etc.

Suggestions.—To resolve this problem, Kothari Commission has suggested that not only the teachers but the students, parents or guardian, society, Government and political parties should work together to solve this problem. Such type of programmes should be organised in colleges and universities as may keep the students busy in constructive works and keep them away from party-politics. Every possible endeavour should be made to solve the problem of unemployment. Unless and until the problem of indiscipline is satisfactorily solved in the colleges and universities, it would be a wishful thinking to hope for an improvement in the standard of our higher education.

It is clear from the above discussion, that there are many reasons which are responsible for the decline in the standard of higher education. It is not only necessary but also expedient to check the decline in the standard of teaching and every possible effort should be made to improve the existing standard of higher education. If we wish to come at par with other advanced countries of the world, then it should be our sacred task to work sincerely to raise the standard of higher education.

CHAPTER V

SOCIAL (ADULT) EDUCATION

Q. Discuss the progress of social (adult) education in India.

Or

What do you understand by the term "social education"?

What is its purpose and need? Discuss the various problems that are making hinderances in the field of social education?

Or

What in your opinion, are the problems of social education?

What measures do you suggest to overcome them?

History of adult and social education.—Before giving a brief discussion of the history of social education, it may be made clear in the beginning that the education which we call social education since 1949 was previously called adult education. Indian's entered into a new era in the beginning of 20th century. The National Movement developed the feeling of patriotism among the Indian masses. The prominent leaders of India demanded national education from the British Government. They started compelling the British rulers to expand education in each and every corner of India. They wanted the expansion of education not only among the children but also among the adult Indians. Consequently, efforts in respect of the expansion of adult education started from 1910. But no definite scheme could be implemented for the expansion of adult education by the year 1921. We will now briefly discuss the history of adult education in India.

Adult education before 1921.—Efforts made for the expansion of adult education before the year 1921 were just negligible. Of course, some night colleges were established in different parts of the country but their aim was to impart primary education to the children who worked in the factories and did not get time for studies during the day-time. Some adult persons also received education in those institutions but the chief aim of those institutions was not to impart education to the adults. According to the report

of Indian Education Commission, there were 134 vernacular night schools in 1881-82. Beside this, there were 223 night schools connected or affiliated with different schools. Education of reading, writing and mathematics was imparted in these schools. The demand and popularity of these schools was constantly increasing. In view of the success of these institutions, the Commission recommended that night schools should be organised in almost all the parts of the country. But unfortunately very little attention was given to these suggestion and hence the adult literacy could not make much progress by that time.

In 1901-02, there were night schools imparting adult education in Bombay, Madras and Bengal only. But these schools could not flourish because of the indifference and apathetic attitude of the Government and the number of such schools continued to decline by the year 1917. The Government of India Act, 1919 granted extensive rights of vote to the Indians. Hence, adult education naturally increased among the common people because it was felt that Indians could not exercise properly their franchise due to lack of education. As a result of this view-point, active steps were taken for expansion of adult literacy in the country. The Government also joined this sacred task by providing financial help. Consequently, night schools and night classes were organised in United Provinces, Punjab, Bombay, Madhya Pradesh, Bengal and Madras.

From 1921 to 1937.—The main feature of this period was the implementation of the scheme of adult education. The credit of this was certainly to Indian Ministers, who started a new chapter in the history of Indian education. Although, their efforts were unregulated and insufficient yet it must be admitted that they inspired and encouraged the Indians and the Government to work in the field where the expansion of education was utmost required. The Government of India Act, 1919 was enforced in 1921, and the 'transfer' subjects were entrusted to the Indian Ministers. Education was also a transferred subject. Indian Ministers took keen interest in resolving the problem of adult education. Consequently, untiring efforts were made in different provinces to make the adult literacy popular among the people. Not much time had passed since sincere efforts had began in respect of the expansion of adult literacy, these efforts received a major set-back because of the world-wide Economic Depression of 1927. Because of the lack of money, both the Government and the people lost inspiration and encouragement to work for the expansion of adult education. Consequently, the number of adult schools continued to decline. In the year 1937, the number of men and women schools of this type was reduced to 2016 and 11 respectively.

Thus we see that the efforts that were made till 1937 for the expansion of adult education could not bear any important fruits.

However, it is universally recognised that the efforts made during this period laid a firm foundation of the adult education and later the expansion of education took place in appropriate and conducive time and circumstances.

From 1937 to 1947.—The fate of adult education again took a turn for betterment when Congress Ministeries were formed in 1937. In their programme of expansion of education, the Congress Ministeries gave an important place to adult education. Being encouraged with this, the Government of India also showed their interest towards the expansion of adult education for the first time by appointing an 'Adult Education Committee' in 1939.

A brief discussion of the efforts made by the Congress Ministries in different provinces for the expansion of adult literacy is given below :—

Assam.—The work of the expansion of adult literacy was entrusted to Education Department in the Province of Assam. With the help and co-operation of its subordinate offices, the Education Department of Assam made proper provision of adult education.

Bengal.—In this Province, the Government granted financial help to the adult schools organised by the Gram Sabhas and thereby encouraged the adult education.

Bihar.—The movement of adult education made a great progress in the province of Bihar. The movement, named 'make your home literate' was launched and libraries and reading rooms were opened in thousands of villages.

Bombay.—In 1937, 'Provincial Adult Education Council' was established in the province and under its auspicious the work of adult education was started in the city of Bombay. This scheme achieved so much success that with the aim of the expansion of adult literacy in the city of Bombay, Bombay City Adult Education Committee was also established. In 1938, Bombay Government appointed an Ad-hoc Education Advisory Board which rendered praise-worthy service in removing adult illiteracy in the province of Bombay. Sri S. R. Bhagat was the Chairman of this Board.

Orissa.—The work of adult education received a great impetus during the rule of Congress Ministries in this Province. But the work of adult education received a set back immediately after the resignation of the Ministers.

Punjab.—The work of adult literacy could not make much progress in this province. However, the Government distributed thousands of books among the adults free of charge.

Uttar Pradesh.—The Congress Ministry of this Province gave a great impetus to the work of expansion of adult education. Centres of adult education were established at different places and provision was made for the reading rooms, libraries and other types of facilities in order to encourage and inspire the adults to become literate.

From 1947 to 1969.—Adult education has been given a place of priority in the independent India. By changing the name of adult education to social education, not only its nature but its scope has also been extended. It was decided that along with making the adult illiterates literate, they should also be given the education of citizenship. Thus, under the social education the scope and view of adult education was made wide and extensive.

Twelve-point scheme.—In order to develop the qualities of citizenship among the adult illiterates to make them conscious of their rights and duties and to expand their knowledge, the Education Minister of the Government of India presented a Twelve-point Scheme in a Press Conference organised on May 31, 1948.

Conference of Provincial Education Ministers.—A Conference of Provincial Education Ministers was organised in February 1949 at Delhi to discuss the Twelve-point Programme mentioned above. After a thorough and detailed discussion in the Conference, it was decided that within a period of three years at least 50 per cent of the adult persons belonging to the age-group of 12 to 50 years should be made literate but this programme could not be implemented because of the financial difficulties of the Central and the State Governments.

Five-point Programme of social education.—The Government of India made a Five-Point Programme in order to give an impetus to the expansion of adult education. Following are the aims of the said Five-point programme :—

- (1) Expansion of literacy.
- (2) Propagation of the knowledge relating to rules of health and sanitation.
- (3) Financial upliftment of the adult persons.
- (4) Consciousness or awakening of the people towards the feelings of citizenship, rights and duties.

- (5) Provision of healthy entertainment in accordance with the need of the society and the individual.

First Five-Year Plan.—It was decided to spend Rs. 7.5 crores for social education in the First Five-Year Plan. Many provinces made the provision of social service works and some provinces even made a commendable progress in this respect. The work of social education received an impetus in public works organised with this aim in view. For example, many such works organised by Gram Panchayats, Co-operative Societies and Professional Unions or associations etc.

Second Five-Year Plan.—Under the Second Five-Year Plan, beside improving the methods of social education, classes of social education were expanded at different stages. The State Governments inaugurated many centres of literacy and social education, training institutions of workers and organisers of social education and established libraries, colleges and audio-visual institution. A sum of Rs. 10 crores was provided for social education under the Second Five-Year Plan. Beside this, a sum of Rs. 10 crores was expended on social education through National Extensive and Community Development Schemes.

Third Five-Year Plan.—A sum of Rs. 12 crores was spent on social education under the Third Five-Year Plan. Under this Plan also, efforts were made to expand and encourage social education. In villages, schools, Panchayats and voluntary organisations work in the field of social education was done.

Fourth Five-Year Plan.—It is proposed to launch the movement of adult education on an extensive basis under the Fourth Five-Year Plan so that this movement may help the increase in production in factories and farms. It has been decided to connect the adult literacy with the life and activities of the people so that villages may be developed. A special emphasis will be given on expanding literacy by creating awakening for its utility. In order to make the drive of literacy effective, the provision of libraries is being organised in rural areas and a large number of schools are being established for expanding literacy in different languages. It has also been decided that emphasis will be given on seeking the co-operation of the people and the first stage of literacy will be on the basis of Gram Shikshan Mohim, which has been successfully adopted in Maharashtra.

A special emphasis is proposed to be given on the following things during the Fourth Five-Year Plan ; training of workers of literacy and library ; establishment of adult schools ; night schools and colleges for training of the workers ; establishment of National Adult Education Board and thereafter State Boards. A sum of

Rs. 64 crores has been decided to be spent on the scheme of social education under the Fourth Five-Year Plan. The decision of expanding this huge amount of money on social education in itself makes it clear the great importance that is being given to the work of social education in the country.

Latest works.—A National Centre for Fundamental Education has been established at New Delhi for imparting training of social education to higher officials and for doing appropriate research on the chief problems of social education. The Library Institution of Delhi University performs the same function in the field of libraries. A Social Education Institution for workers has been established at Indore. A provision has also been made for providing constant educational facilities for the establishment of public colleges and vidyapeeths for imparting education to the adults in rural areas. A Central Film (documentary) Museum has been established which has more than 4,974 films on different subjects of education and culture and which are provided to the member educational institutions free of any charge. Nearly, 1,045 education institutions and social organisations are the members of this Museum. A quarterly magazine entitled Audio-visual education is also published.

The Central and the State Governments also organise Conferences of Audio-visual workers. A central Audio-visual Committee has also been established. Besides establishing training institutions, public centres of literature and research centres have also been established. This institution also makes available knowledge and information regarding Audio-visual education. Under the National Council of Educational Research and Training, a Department of Adult Education has also been established. This department performs the function of imparting training to the higher officials involving in the work of social education helps to develop suitable teaching methods, conducts research work on selected problems and furnishes different types of information.

In view of the above mentioned facts and figures it is expected that at least 50 lacs illiterate persons will be made literate by the end of Fourth Five-Year Plan, subject of course to the availability of sufficient money and other resources.

Place of and importance of adult or social education — In his book, "Problems of Educational Reconstruction," K. G. Saiyadain has written that we are entering into a new era of our national life, which will probably determined outline of our country for many centuries. The mutual quarrels and conflicts which are poisoning our national life will also disappear in the course of time and we will reach in the illuminating environment.

of justice and freedom. It need not be over-emphasised here that only political freedom of any community or nation cannot assure a good life. We are very well aware of the fact that many nations who are politically free are bound with many chains which are not allowing them to attain the ideal of good life for their citizens. This type of life can be achieved only by hard and industrious and socially useful works. In fact unless the people are eternally vigilant and are prepared to pay the price of their political freedom, the security of the freedom recently acquired cannot be ensured. This eternal vigilance, good citizenship and social education are utmost necessary. If our aim is high and we wish to achieve social freedom and economic democracy, then obviously a higher stage of education will be necessary for the common people. If it is not provided, there will always be apprehension that the clever but dishonest party or person may take the benefit of the present political freedom for the fulfilment of their selfish and vested interests. Hence, there is the urgent necessity of giving a great impetus to the work of adult education at a large scale.

Thus, we see that K. G. Saiyadain has rightly emphasised the importance and place of social education in our national life. He has rightly remarked that eternal vigilance is the price of political freedom and higher education of the common people is necessary for achieving the goal of social and economic democracy.

Meaning and definition of social education.—The meaning of the phrase adult education has been defined in different ways. As is very clear from the phrase, adult education, it means making the adults literate. As a matter of fact, the meaning of adult education is much wider than this. While clarifying this, Sri S. N. Mukerji has remarked, "Adult education may be defined very broadly so as to include all instructions, formal or informal imparting to adults. In India, adult education has two aspects :—

- (i) Adult literacy, i. e., education of those adults who never had any schooling, and
 - (ii) Continuation education of the literate."
- ("Education in India to-day and tomorrow.")

According to K. G. Saiyadain, "Adult education.....includes political and civic as well as moral education."

New Concept of Adult Education.—As already pointed out, the movement of adult education had started in India long before the attainment of independence. However, it was only after the attainment of independence that the leaders of the country clearly realised the importance of adult education in national life. It

dawned upon them that if this great and ancient country is to survive it is not only essential to turn adult illiterates into literates but it is also essential to uplift them financially, agriculturally, socially and morally. Being inspired with this view point and realisation, the prominent leaders of the country gave a new form to the adult education and made it more extensive and wide by calling it social education.

In the 15th Session of the Central Advisory Board of Education, which was held in Allahabad in January 1949, Maulana Abul Kalam Azad expressed the new view-point of the Government of India towards adult education. According to him, the aim of adult education should not be confined only to turn adult illiterates into literates but it should extend to make each citizen a wise member of the democratic set-up. The view-point of adult education underwent a change from that time and from that time it was called social education. A great change has come in the meaning and definition of social education. The scope and range of adult education has greatly extended and it has now assumed the form of social education. Adult education was previously only a formal thing and it aimed only to make the persons literate. The aim and view-point of adult education have been greatly broadened and now the adult education which is now called the social education not only aims to expand literacy among the adults but it also aims to turn each citizen into a wise member of the democratic system and to make him conscious of his rights and duties so that he may lead a happy and prosperous life.

Meaning and definition of social education.—While clarifying the meaning and definition of social education, Maulana Abul Kalam Azad expressed the following words while delivering the inaugural address to UNESCO Seminar on rural adult education held in December 1949 in Mysore. "By social education we mean education for the complete man. It will give him literacy, so that knowledge of the word may become accessible to him. It will teach him how to harmonise himself with his environment and make the best use of the physical condition in which he subsists. It is intended to teach him the improved crafts and modes of production so that he may achieve economic betterment. It also aims at teaching him the rudiments of hygiene both for the individual and the community so that our domestic life may be healthy and prosperous. Last but not the least, this education should give him training in citizenship so that he obtains some insight into the affairs of world and can help his Government to take decisions which will make for its progress."

According to Humayun Kabir, "Social education may be defined as a course of study directed towards the production of consciousness of citizenship among the people and the promotion of social solidarity among them. It is not content with the introduction of literacy among the grown-up illiterates but aims at production of educated mind among the masses. As a natural corollary, it seeks to inculcate in them a lively sense of rights and duties of citizenship both as individuals and members of the community."

It is clear from the above mentioned definition that social education is a regulated subject which increases the capacity of the individual for participating in collective works. It creates consciousness among them for a proper evaluation of citizenship. It attracts them towards duty and behaviour. It is only through social education that the citizen can increase his income within his limited means and can make his contribution in the building of society.

Five-point programme of social education.—Under the new conception of social education recognised by the Government of India, not only the importance of literacy has been accepted, but it has also been accepted that efforts should be made to develop the different interests of the adults. Hence the Government have decided to implement Five-point programme of social education which includes :—

- (1) Expansion of literacy
- (2) Education of the rules of health and hygiene.
- (3) Education of trades for the financial progress of the adults along with the development of the consciousness of the rights and duties and also the development of the feeling of citizenship.
- (4) Provision of the healthy means of entertainment in accordance with the needs of the individual and the society.

This Five-point programme of social education is very vast. It aims not only to make the adults literate but also to ensure their physical, intellectual, cultural and economic development. In short, this programme aims the complete development of Indian adults.

Aims of social education.—Since the attainment of independence, it has been sincerely felt that for the establishment and stability of democracy in India, it is necessary to educate the Indian people. Consequently, the newly established first Education Ministry of the independent India gave an important place to the education of adults in its programme. Consequently, in 1949, a

Committee headed by Sri Mohan Lal Saxena was appointed to advise the Government in connection with the expansion of adult education. Having found the aims of adult education narrow, the Committee advised the Government that this education should be called 'social education'. This suggestion of the Committee was accepted by the Government. This Committee determined the following aims of social education :—

- ✓ (1) To awaken the citizens towards their rights and duties and the develop the feeling of social service in them.
- ✓ (2) To create love in them towards democracy and to educate them the administrative system of Government.
- ✓ (3) To acquaint them with the existing problems before the country and the world.
- ✓ (4) To develop the feeling of glory towards Indian culture through the education of history, geography and culture.
- ✓ (5) To provide them the opportunities of pleasure and cultural acquaintance through music, dances, poetry and dramas.
- ✓ (6) To make them aware of moral values through the medium of collective discussions and reading and writing.
- ✓ (7) To impart them proper knowledge of reading, writing and ordinary mathematics and encourage them for expansion of knowledge.
- ✓ (8) To teach them to utilise their leisure properly to achieve their economic progress through the learning of different handicrafts.
- ✓ (9) To continue their education through libraries, debates and discussion, Education Committees and public colleges.
- ✓ (10) To develop in them the feeling of co-operation.

Purposes of social education.—The purpose of social education have been divided by the Government into two categories—(a) individual and (b) social.

Individual purpose.—The beginning of adult education took place in middle of 19th century. It was the time when the complications of life were increasing on account of scientific discoveries and inventions. Because of these complications, a very difficult situation had arisen before the adults especially those who lived in cities. The adults found themselves incapable of coping up

with the increasing complications of life. In such a situation the Government came forward and took active steps in the new directions in order to solve the problem of the adults and prepared the programme of adult education. As the time passed, the conception of adult education went on broadening now in the form of social education it endeavours to provide them the opportunity to make the complete development of their personality by increasing their financial capacity and providing them opportunity to lead a better cultural life. Thus, according to individualistic view-point, the social education endeavours to fulfil the following aims :—

- ✓ (1) *Mental development.*—The purpose of social education is to make the provision of the education of those adults who have not been able to receive education because of their family and economic conditions and thus, it endeavours to make their intellectual development.
- ✓ (2) *Development of professional capacity.*—In order to develop the professional capacity of the adults, it aims to make the provision of professional and technical education in urban areas and culture and trades and cottage industries in rural areas.
- ✓ (3) *Physical development.*—In order to make the physical development of the adults, it makes proper provision of the health and sanitation of the adults. Proper provision for checking the diseases and providing healthy diets to the adults is also made.
- ✓ (4) *Development of social skill.*—For developing the social skill of the adults, the purpose of social education is to teach the adults their rights and duties, methods to make their family life happy and to make them to live in harmony among their colleagues, friends and relations and to make progress in life.
- ✓ (5) *Cultural development.*—For making cultural development of the adults, the purpose of social education is to acquaint the adults with ancient and prevalent cultural activities through entertainments, dances, music, lectures speeches etc.
- ✓ (6) *Self-development.*—For the self-development of adults, the purpose of social education is to teach them some special knowledge in accordance with their needs and circumstances and to provide opportunities to them to learn some art or crafts and to help them build the principles of life.

Social purposes.—It has already been indicated earlier that the old conception of adult education has under-went an important

change and now it is called the social education. Although, the chief purpose of social education is to make the complete development of the individual but along with this its purpose is also to make him a wise and beneficial member of the society so that not only his but with his co-operation the upliftment and progress of the society may be made :—

“It (social education) places before the people the needs and problems of various groups. It teaches them the way of thinking and solving the common problem in groups. It teaches them to see how these groups are knit together to form the great family, that is India, and the greater family, that is, the world and holds before them the ideal of sustained efforts and work at their offering to the destiny of India and the service of world”.

(Teacher's Hand Book of Social Education.)

On the basis of this definition, following are the purpose of social education from the social point of view :—

- (1) *Promotion of social cohesion.*—The mutual conflict of the interests of the individuals is the special feature of the modern society. In order to preserve the society from this conflict, the building of general bonds are necessary. It is necessary not only to end the mutual conflicts of the groups but also to end the widening distance between individual and individual and group and group which is the special feature of our urban and rural society. A scholar has defined this widening distance by calling it solitude. This type of solitude exists between different groups speaking different languages, religious groups, rural and urban groups, educated and uneducated capitalist and workers, countrymen and foreigners, youths and old persons and rich and poor :—

“It is the purpose of social education to reduce this solitude as far as possible and to create a common culture in which all elements can participate”.

- (2) *Conservation and improvement of national resources.*—The social education also teaches the adults to consider the national resources as the means through which the attainment of the proper standard is possible for all the people of the country. These means are of two types (a) physical and (b) human. Security and the progress of the natural means is the most difficult work before the under-developed nations of the world.

For example, in India we have before us the problems of the decaying of our land and forests. It is necessary that each citizen of our country should be aware of these problems and he should not only contribute in the preservation but in the progress of the natural resources of the country.

Even more important than the natural resources are the human resources. It is the duty of our colleges and institutions of higher education to develop these resources. The majority of Indian people have not had the opportunity of receiving education in colleges and as such they have not been able to develop their literary and other necessary qualifications. That is why, the social education has taken upon itself the task of educating the adults and teaching them fundamental skills to enable them to increase the production.

Lenin was of the view that the building of socialism on the basis of illiterate people cannot be possible because in illiterate person is outside the field of politics. Same thing can be said about any real democratic society. The mind and view-point of an illiterate person are not broad, which are necessary for the development of healthy political life.

Lastly, the chief problem is to increase the production and this can be achieved only when the people are educated. In the absence of literacy and education, the production can be increased upto a definite limit but not beyond that. That is why, the expansion of education is necessary for increasing the production and utilising proper human resources of the country.

(3) *Building co-operative groups and institutions.*—To reduce the 'solitude' of different groups and to ensure the security and the progress of national resources is the basic purpose of social education. As mentioned in "Teachers Hand Book of Social Education", Social education has to lead on to teach men the skills which are necessary for building of groups qualified and willing to use these resources for the good of all". These skills include the following three things :—

- (1) Collective study of the problems confronting the groups.
- (2) Collective and co-operative works for solving these problems.
- (3) Collective evaluation of the results of these works. Thus, the purpose of the social education is to develop the methods which may lead to the following :—

- (a) The individual may not be deprived of his freedom and respect.
- (b) The leaders may provide leadership to the groups without the use of force.
- (c) Harmony may be established with the utmost individual happiness and social progress.
- (d) The establishment of basic institutions, which are necessary for establishing harmony between the welfare of the individual and the welfare of the society.
- (e) Each individual may contribute to the development of stability of these institutions.

(3) *Inoculation social ideology*.—According to 'Teacher's Hand Book of Social Education', "One of the most important functions of social education is to prepare the people to sub-ordinate their private welfare to the welfare of their group, their community and their country and to this joyfully."

This view-point has been expressed beautifully by a British writer in the following words:—

"Who dies if England lives, who lives if England dies."

Even the contribution of the greatest man is limited in the life of society. However, the importance of his life is reckoned by the contribution which he makes for the progress of the human race. It is the purpose of social education to inculcate among the common Indian the feeling that he should consider it his ideal to contribute in the progress of human race.

Need of Social Education.—The above mentioned aims and purposes have not been determined as a result of any chance or incident but after having seriously considered the needs of the individual, the society of the country. In consequence of these needs, the need of social education has been felt. We will now briefly discuss the need of social education.

- (1) *Need of illiterate adults*.—The expansion of compulsory education has so far not become universal in our country. Consequently, many children remain deprived of the fruits of education. Even when they become adult they do not possess any knowledge of reading and writing and general mathematics. Consequently, their mental development remain checked for ever. Therefore, their status in the society is very low and they are exploited by the educated persons through different ways.

Indian Constitution has granted the right of equality and equal rights of freedom to all the citizens but many of the citizens are not able to exercise these rights on account of their illiteracy. Keeping in view of these requirements of the illiterate adults, provision of social education has been made and the chief purpose of social education is to make literate the illiterate adults.

✓ (2) *Need of half literates.*—There are also many adults in India, who have had to leave their education during the childhood on account of financial difficulties or any other difficulty. Hence, it has been considered proper to educate these half literate adults to broaden their mental view-point so that they may become good citizens of the country and may achieve success in their profession and life.

✓ (3) *Need of complete education.*—The education which is imparted in the schools and institutions of higher education cannot be called complete because it does not develop the necessary abilities in the persons so that they may lead their lives successfully in all the fields. The main defects of the education imparted in the schools is that it does not give any type of training in respect of health, family and proper utilisation of leisure. After entering into life the individual feels the need of this type of training. Social education fulfils this need of the persons.

✓ (4) *Need of recreation.*—In the modern period, like the citizens of other countries, the needs of Indians have also increased. In order to fulfil these needs, they remain busy to earn money from morning till night. After the hard labour throughout the day it is quite natural that these persons should have a wish to have some type of entertainment. So far as the cities are concerned, lack of means of entertainment is not a problem. There is a great lack of means of entertainment in the villages. Social education has also taken upon itself a task of providing different types of entertainment to the rural people.

✓ (5) *Political need.*—The present time is the period of re-organisation, rehabilitation, development and progress for our country. We have established a secular welfare democratic state in our country. We have to make it strong and stable which can be possible only when its foundation is firm and strong. This foundation is, in fact, the whole people of the country, on whom depends

the responsibility to electable State Governments and it is only on them the welfare of the nation depends. To achieve this aim, it is necessary that the common people of India should be given proper education and proper literature should be made available to them for study. As we emphasise the education of boys and girls and youths, in the same way, we will have to make proper provision of the education of adults of India. Unless we are able to bring about the consciousness among the adults, we will not be successful to achieve our cherished goal. Therefore, the social education which has taken upon itself the task of educating the adult Indians, is of utmost importance.

- X (6) *Social need*.—According J. Gillin, "Society is the largest relative permanent group (of human-being) who share common interest, common territory, a common mode of life and a common esprit-de-corps or belongings". (The ways of Men).

It is clear from this definition of the society that co-operation is an essential element of society. The whole structure of the society rests on the foundation of co-operation. It is only this co-operation which not only protects the society but also builds and develops it. The existence of all the institutions, committees and organisation of the society depends upon co-operation. We can be successful in making the society progressive only with the help of co-operation.

It is a regrettable thing to admit that there is a great lack of the feeling of co-operation in Indian society. There is a great conflict among different groups, institutions, and classes. There are racial and religious conflicts and Jealousies and consequently the foundation or the roots of our society have shaken. Considering the need of binding such a society into a chain of unity, the programme of social education is being implemented.

- L (7) *Economic need*.—The majority of Indian people is poor. The condition of the rural people is comparatively poorer and more miserable than the urban people. They do not have even sufficient means to fulfil their needs of clothing and food. Unless we are able to remove the slur of poverty from the forehead of our country, we are not entitled to call ourselves progressives. Being inspired with these ideas, the Government of India have devoted their attention to the financial uplift of crores of poor Indians and keeping in view this need it has been decided to raise their economical

status by giving them different types of training through the programme of social education.

- (3) *Need of the country.*—If the people of the country are not educated, then it is not possible to make full use of constructive power of the country. There is a great need of education for acquiring strength and then making use of it. An un-educated person does not know as to what powers he inhere in him and how he can make use of them. It is completely true in regard to India that huge public power of this big country is not being properly used. The provision of social education has been made keeping in view this need in mind. The welfare of the country which the social education will bring about has been beautifully expressed by Sri Humayun Kabir in the following words :—

“Educated workers would make for increased production and thus make for increased prosperity for both industry and trade. The benefits would not, however, be confined to business alone. Increased education would lead to an addition in the national wealth and create a basis for an expansion of necessary social services. Education alone can create the material for the improvement in the standard of life of our people. It is also the necessary condition for the training of mind and character which will permit the people to make a creative use of their leisure. Social education is thus the foundation on which alone free India can build up a Welfare State, which will recognise the claims of both individual freedom and social security.”

Problems and their solution.—The problems of social education are comparatively more complicated as well as easier than the problems of other fields of education. They are complicated because the purpose of social education is to educate those adult men and women who have crossed the age of receiving the education. They are easier because we have to teach them less than the boys.

The problems of social education in India are different from the problems existing in other progressive countries in the same field. In other countries, the schemes of social education are implemented for those adults who had received compulsory education during their childhood. In India, the problem is mainly to educate those adults who are completely illiterate because of not having received any education. Beside this, yet another special feature that is found in

India is that so called adult illiterates are not completely uneducated. In his book, "The Vaishnavas of Gujrat", Sri N. D. Toothi has pertinently remarked :

"Although the Indian villager is literate, he is not, therefore, uneducated. He is educated in a sense. He has a tremendous memory, in which he carries a vast mind of folk-lore".

We will now discuss the different problems confronting social education and some suggestions to solve them.

- (1) *Illiteracy*.—India is the second most populated country of the world, next only to China. According to census of 1961, the population of India was 43,90,72,582. Only 24 per cent of this huge population is literate. The percentage of literacy in men and women is 34.5 and 13 respectively. The percentage of literacy is comparatively far less in the rural areas than the urban areas. In spite of the efforts of the Government, the number of illiterate people is constantly increasing. For example, from 1951 to 1961 the number of illiterate people increased from 2,980 lacs to 3,340 lacs. The constant and rapid increase in population is the main cause for this increase in illiteracy because at present the population of India is estimated to have swelled to more than 52 crores.

Thus, we see that nearly 76 per cent of Indian people are groping in the dark because of their illiteracy. In view of the existence of so wide-spread illiteracy, to hope any type of social, economic and political development is just like to build a castle on the sand. It is very difficult and complicated problem as to how this huge population should be made literate. The seriousness of this problem is quite evident from the following words of Sri P. N. Chatterji, "More than half the total number of adult illiterates in the world live in India. The work of bringing some light to them is of tremendous magnitude."

Solution : Liquidation of illiteracy.—Although, the liquidation of illiteracy of 76 per cent of the illiterate adults is not a simple task yet success can be achieved by adopting some methods. We can resolve this problem only when we stop having golden dreams of placing them on the high peak of culture and humanism and make up our mind to make them literate within the shortest possible time.

Moreover, in the beginning we should concentrate on teaching them the knowledge of the letters and not teaching of writing and

simple mathematics. In the 5th Educational Conference held at Washington on October 29 and 30, 1936, Dr. Edwin Embree rightly remarked while delivering speech :—

“Reading is the first commandment even among the basic three Rs.”

In order to teach reading and writing to the adults, it is not necessary that the method which is adopted should be proper and complete from the scientific point of view but we should adopt the method, which may give equal and best results.

This type of method was discovered by a Missionary of America named Dr. Frank Laubach to educate the people of Moros tribe of the Phillipine Archipelago. First, he selected 5 or 6 such words which were generally used. Thereafter, he selected some more words and with their help build sentences. Thus, with the help of the charts he taught 17 letters within a day to each adult. Each adult who learned the chart was sent to teach the members of his family and his neighbours. Thus within a period of 5 years, 70,000 adults out of 1,50,000 adults of the province of Lanao were taught not only to read but also to write.

Dr. Laubach visited India in 1935, 1937 and 1938 and demonstrated his method for teaching Marathi, Telegu, Bengali, Hindi, Tamil and Gujrati languages. The Missionary of Moga in Punjab achieved tremendous success by adopting this method. It is a matter of great regret that this method was not experimented in other parts of the country. If the method propounded by Dr. Laubach is adopted, the people of India can be made literate within a very short period.

So far the Government have not taken very solid steps for the expansion of education of adults. Sri Saiyadain has rightly written the first obvious truth that is before us is this that whatever we have achieved so far is very little from the point of view of quality. Nearly 85 per cent of our people can neither read any book nor can they properly vote in the elections. They also do not have the knowledge of simple arithmetic of daily use. If a map is prepared in which the position of illiteracy is shown and the places of illiteracy are marked with black colour within the whole sub-continent of India it will appear to be a completely black sub-continent and this is a matter of great shame for us.

Obviously, the liquidation of illiteracy is the responsibility of our Government. It is, therefore, necessary that either through the successful method experimented by Dr. Laubach or any other method which is deemed to be proper should be adopted to completely liquidate illiteracy from our sub-continent.

(2) *Curriculum*.—The second problem of social education is of its curriculum. Because of the improper and unsuitable curriculum the work of social education is not making much progress. So far, there has not been unanimity on this point as to which type of curriculum would be most suitable for the adults. The curriculum which is used for the education of the children cannot be used for the adults because their interests, needs and view-points towards life are completely different. Again, same curriculum cannot be determined for all the adults because some of them are totally illiterate and for them curriculum which can teach them the knowledge of the letters is necessary; some are half illiterates and for them teaching of some special subjects is necessary; and lastly, there are some neo-literates who know some reading and writing and in order to inculcate the feeling of citizenship in them, the curriculum including subjects such as civilisation, culture, history, geography, civics etc., is necessary.

Beside these, it is also necessary to improve the financial condition of the adults and for this purpose, they should be given training in some crafts or handi-crafts so that they may properly use their leisure and consequently improve their financial condition.

Last, but not the least, difficulty that has been experienced in preparing curriculum for the adult is that there are adult men and women of different ages. In our country, those boys and young men and women are also included in the category of adult who are between the age of 12 to 18 years. Broadly speaking, according to their age the adults have been classified into the following three categories in India :—

- (1) Adults between the age of 12 to 18 years.
- (2) Adults between the age of 19 to 35 years.
- (3) Adults of more than 35 years of age.

Obviously, the mental tendencies, the actual standards, the interest and aptitude of the adults of all the three categories will be different from each other. Hence, it would not be proper to determine the same curriculum for all the adults.

Solution : Construction of curriculum.—The proper and suitable curriculum can be prepared only after carefully and minutely studying and considering the needs of complete-illiterates half illiterates, and neo-literates because the aim of social education is not only to expand literacy but also to achieve the complete development of the adults. Hence, the curriculum should include all those

subjects which may ensure their political, economic, social and cultural development. Not only one but several curricula will have to be prepared keeping in view the needs, interests, mental tendencies, and standards of the adults of different ages. Although, the curricula will be different yet their subjects will ordinarily be the same, subject to their short or detailed studies keeping in view the needs of adults of different age-group.

It has been pointed out by several educationists that it would be proper to prepare the curricula by considering the curricula of some such countries where the conditions of the adults are generally similar to that of Indians. From this point of view, the curricula of Denmark and China can be accepted as ideals. The curricula of the People's High School in Denmark would be suitable for our country because like India, Denmark is also a poor and mainly agricultural country. There, education is imparted to men in the five months of the winter season and to women in the three months of the summer season. After the completion of their studies, they have not to appear in any examination. The teaching work of each class starts with some conventional songs. The chief aim of this song is to inculcate national ideals in adults.

The curriculum of China will also be suitable because the needs and the difficulties of both the countries are almost similar. The subjects which have been included in the curriculum of China are : General Knowledge ; reading and writing ; civics ; mathematics ; music ; painting ; history ; geography ; culture ; engineering commerce ; nationalism ; democracy and social justice' Beside this, the education of self-government, planting of trees, building of roads erection of dams, establishment of co-operative societies and physical exercises etc , is given in adult schools of China According to T. N. Siquaria :—

“Adult education in China has, thus, become not only a continuation and completion of elementary education but also a mean of social and national regeneration”.

If on account of any reason the leaders and educationist of our country are not prepared to accept the curricula prevalent in Denmark as China as their ideals, then the suggestion of some other suitable curriculum can also be made. But it may be made clear here that the curriculum should not be determined with the aim and objective of achieving only literacy. As rightly remarked by Mahatma Gandhi in an Article in the Harijan of July 31, 1931 :—

“Literacy is not the end of education, nor even the beginning. It is only one of the means whereby men and women can be educated.”

In the curriculum of adult education, the first importance should be given to the teaching of writing and reading. When the adults acquire sufficient knowledge of writing and reading, then provision should be made for imparting education of mother tongue, mathematics, history, civics, economics, geography, culture, animal husbandry, general science, hygiene, literature, physical education, etc. The education of some other subjects may also be given in accordance with the local needs. Each adult should be trained in some or the other crafts, so that he may be able to make it a means or additional means of his income.

(3) *Method of teaching.*—The problem of determining a suitable method of teaching adults is also not less complicated. The main reason for this is that the view-points of the adults towards life and the world are also different and varied. In this respect, they are different from children. For children the same teaching method can be successfully adopted because due to their less age their view-point is not developed. The same method of teaching is neither possible nor proper for the adults. The feeling of 'self' is sufficiently developed in the adults. They exercise more social freedom than the children. They have some principles of their own, and they develop certain habits against which they do not want to do anything.

In view of the above mentioned things, it is not easy to determine the suitable method of teaching for the adults. If the teaching method has any element which appears to them uninteresting or which is against their feeling of 'self', freedom, principles or habits, then such a teaching method will certainly prove to be unsuccessful. That is why, so far it is not possible to determine a single method of teaching for the adults.

Solution : Suitable method of teaching.—In order to determine a suitable method of teaching for the adults, it is necessary to study minutely their psychology. The teaching should be such as may be interesting and may attract them to receive education. The educationists of our country are very much active in this direction and they have evolved some suitable methods. We will now briefly discuss some of such teaching methods.

(1) *Letter acquaintance method.*—In this method the adults are first made acquainted with the knowledge of the letters. This system is prevalent in our primary schools.

(2) *Sentence method.*—In this method the adults are first made acquainted with the knowledge of two words and thereafter by joining them are the letters given the form of different sentences.

- (3) *Laubach method*.—A Missionary named Dr. Laubach has evolved a new method which is known as sentence method. This method has been experimented in different parts of the world. In this method education of whole sentence is given with the help of the chart.
- (4) *Story method*.—Sri Sangam Lal Agarwal has the credit of evolving this method. In this method the education of the letters is given through certain stories based on the construction of the letters.
- (5) *Simple word method*.—This method has been evolved by Sri Pathik. In this method prominence has been given to the songs. The songs are first sung and then the letters and the words are recognised by seeing them in the charts.

It is generally accepted that all these methods are suitable for the education of the adults. While adopting all these methods, it is necessary that the letters of Indian language should be made easy so that the adults may have convenience to write, understand and recognise them. It is also pointed out that Roman letters should be used for all the Indian languages. This will give the adults the knowledge of European languages along with their own languages and the obstacle which are there in the unity of the country on account of diversity of the languages will also come to an end. Kamal Atatürk solved the problem of illiteracy of the people of Turkey by making use of the Roman letters and thereby developed the feeling of unity in them.

(6) *Dearth of teachers*.—Yet another problem confronting the expansion of social education is the dearth of teachers. The teachers who are appointed in the adult schools, are ordinarily, the teachers of primary schools. They do not possess necessary ability to teach the adults. They are ignorant of the psychology of adults. They are not trained in the suitable teaching method of the adults. They are also not acquainted with the aims, objectives, necessary literature and useful means of social education. Hence, when they are entrusted upon the responsibility of adult education, they find themselves incapable of fulfilling this responsibility. Consequently, the adult education is not making the desired progress.

As pointed out earlier, there is a dearth of teachers for adult education, but what is still more serious problem is this that the desired number of teachers are not available. The majority of the illiterate adults live in villages. The teachers have always to face the problem of necessary things, residence, means of entertainment etc., in villages. They are, therefore, not prepared to do teaching work in

adult schools situated in villages. The problem of dearth of women teachers is even more difficult, because they do not want to waste their time in the midst of unknown illiterate women in far-off places.

Solution : Supply of teachers.—Although, it cannot be denied that the problem of having a desired number of suitable teachers is in fact, difficult but at the same time it may be contended that this problem can be resolved through constant and firm efforts. The first and foremost work in this connection is that the teachers to be appointed in the adult schools should be completely trained in the teaching method of adult education and the psychology of the adults. Beside this, the teachers to be appointed in the adult schools of villages should have sufficient knowledge of agriculture, animal husbandry, cottage industry, hygiene, spinning and weaving etc., so that the rural adults may be benefitted by their teaching.

It will take a long time before we can have the supply of the desired number of teachers for adult schools. However, it would not be proper to postpone the work of social education, until the desired number of suitable teachers are available. Until the desired number of suitable teachers are available, the volunteers should be invited to do teaching work in adult schools.

Under the guidance of Mahatma Gandhi, the volunteers successfully and properly performed the work of imparting education to children of the villages in the Distt. Champaran. The same ideal can be adopted for imparting education to the adults. If the students and teachers educational institutions, employees of the office, members of the N. C. C. and A. C. C. and other selfless social workers take inspiration from the example of Mahatma Gandhi and adopt the principle of 'each one teach one' then in the interim period we will have sufficient number of teachers for the adult schools and the problem of liquidation of illiteracy will be successfully solved in the near future.

(5) *Suitable literature.*—The responsibility of social education cannot end only by making the adults literate. It is not sufficient only to teach reading and writing and simple mathematics to the adults. If they stop receiving education after having received this type of education, then they will again become illiterate after some time. It is, therefore, necessary that after giving them preliminary education some literature should be made available to these neo-literates. The neo-literates should be made available such type of literature as may develop their capacity to examine things, power of criticism and the social feeling so that they may be able to distinguish between best and worse in the field of art, truth and untruth in the field of knowledge, and good and bad in the field of conduct. It is a problem to prepare such type of literature for the neo-literates.

Solution : Production of suitable literature.—According to K. G. Saiyidain, “The work of social education is greatly handicapped both at its literary stage and in this wider sense by the paucity of suitable reading materials, graded to appeal to the adults. There is urgent need for producing large number of booklets folders, charts, journals, newspapers, wall papers and other illustrated material which will capture adults’ interests”.

This work can be performed and completed with the help of learned writers. They should be encouraged with every possible way to prepare suitable books and booklets for the adults. Illustrated newspapers and magazines should be published. Monthly magazines should be published containing news relating to games, health, culture and news of the world because there is utmost need of such a magazine for the neo-literates. All the State Governments of our country are taking active steps in this direction. The Report of the Literary Work in the Production of Literature for neo-literates, 1958 of U. P. has made some important suggestions in this connection. According to the said Report, while preparing literature for the neo-literates following 5 things must be kept in mind :—

- (a) Aims of social education.
- (b) Distinction of age.
- (c) Distinction of sex.
- (d) Distinction of region.
- (e) Demand and need.

(6) *Agencies of education.*—According to ‘Teachers’ Hand-Book of Social Education,’ “By agencies of social education is meant the bodies or institutions which ‘deliver the goods’ which contract the ‘consumer’ of social education and satisfy their needs”. A special caution is required for selecting these means of social education because if they fail to attract the attention of the adults then they will prove to be completely useless. A wise selection of these means is not a simple task. That is why, persons having specialised knowledge of adult psychology, are engaged to solve this problem.

Solution : Proper agencies of education.—Different types of suitable means can be suggested for increasing the knowledge of the adults. In this connection the Report of the Literary Workshop in the Production of Literature for neo-literates, 1958 of U. P. has suggested the following :—

- (a) Descriptive prose.
- (b) Poetry, folk-songs and riddles.
- (c) Drama, dialogues etc.
- (d) Stories.

- (e) News-papers.
- (f) Interesting discourses.
- (g) Reading.

The utility of the above-mentioned means of education cannot be doubted but we have to admit that chief aim of these means is only to achieve intellectual development of the adults. But if the work of social education will be confined only to this, then it will not be possible to achieve the complete development of the personalities of the adults and which is main aim of social education. Therefore, other means will also have to be used for giving to be education to the adults. The following means can prove sufficiently effective :—

- (a) Audio-visual aids—radio, cinema, gramophone, dramas etc.
- (b) Collective songs and dances.
- (c) Literary and debating conferences and seminars.
- (d) Historical and cultural programme etc.

The Central Ministry of Education has laid special emphasis on the use of these audio-visual aids.

(1) *Lack of funds.*—According to census of 1961, the number of adults over the age of 12 years was nearly 21.6 crores. We can just have an idea as to how much money is required for making so many adults literate. Suppose one teacher can make 30 adults literate within 6 months. Thus, he can teach reading and writing to 60 adults in a year. Consequently, for making 21.6 crores adults literate in a year, we will need more than 33 lacks of teachers and a large number of adult schools. It is clear from this that the availability of funds is a great problem for making adults literate.

Solution : Lack of funds—A. Pretence.—Generally this argument is put forward that sufficient money cannot be made available for making literate nearly 33 crores of adults in our poor country. Sri K. G. Saiyadain has rejected this argument. According to him, there is only one type of poverty which cannot be removed and that is the poverty of enthusiasm. If we make sincere efforts, other types of poverty can be removed. It is the responsibility of the Finance Department of the Government and the framers of the National Economic Schemes to make provision of the necessary money required for the purpose of adult education.

(8) *Responsibility.*—Last, but not the least problem of social education is as to who should be responsible for social education—Central Government, State Government, Education Departments, District Boards or Public Educational Institutions? The Central

Government have shifted this responsibility on the State Government and thus they have tried to free themselves from the responsibility of social education. But the solution of the great problem of social education does not seem possible through this shifting of the responsibility.

Solution : Joint responsibility.—All the defects and complicated problem of social education cannot be solved by the Central Government, State Government or any other institution alone. It should be the joint responsibility of the Central Government, State Government and the different institutions of the people of this country. It is only then this problem can be solved satisfactorily in a near future. According to K. G. Saiyadain :

“It is, obviously a responsibility which neither the Education Department nor the Government Machinery as a whole can take on by itself, it needs the closer and most cordial co-operation of all agencies, official and non-official and of all individuals of goodwill and social sense who are interested in the welfare of India. There is so much work to be done and it is of such varied kind that there is scope for every one who cares to join the onslaught of service—students, teachers, men of leisure, political leaders, writers, labourers, craftsmen, professional men, every body.”

Recommendations of the Kothari Commission.—The Kothari Commission has expressed the view that education of all the adults is necessary for the progress of the nation. The security of a nation depends upon the education of its citizens, their character, their feeling of discipline and their ability to take part in security works. All these things come within the scope of education. Nearly 70 per cent of the Indian population is illiterate. We have to make constant endeavour for the security and progress of our Democratic Republic and that is why the Commission has presented a comprehensive programme of adult education. We will now discuss the suggestions of the Kothari Commission in respect of different aspects of adult education :—

(1) *Liquidation of literacy.*—For liquidation of literacy, Kothari Commission has made the following recommendations :—

(i) Every possible effort should be made for the liquidation of literacy in the country and this task must be achieved within a period of 20 years. Literacy should increase to 60 and 80 per cent in the years 1971 and 1976 respectively. In order to check the rise of illite-

racy, provision should first be made for the universal education of 5 years for the children of the age-group of 6 to 11 years. Provision should also be made for part-time education for the boys who leave school when they are between the age of 11 to 14 years. Provision of part-time general and professional education should also be made for the adults between the age of 15 and 30 years.

- (ii) A selective and universal type of double programme should be made for the liquidation of illiteracy.
- (iii) Under the selective method, those adults who can be easily educated should be imparted education. This work should be entrusted to the big farms, people of industrial centres, directors and the owners of different fields. The Government should encourage these persons to perform this work. Priority should be given to making literate those adults, who work in public fields. The Government can pass a law that the owner of each industry or profession should make literate the illiterate workers working in their industries etc., within a period of three years.
- (iv) Under the universal system, of the educated men and women of the country should make endeavours to literate the illiterate adults. The teachers, the students and all the educational institutions should take active part in this movement. All the students from the higher primary stage to the pre-university stage, should perform the work of teaching the adult. The students can be made to perform this work as a compulsory national service. Each educational institution should work for the liquidation of illiteracy, within its area. To perform this work, the schools should be converted into the centres of community life.
- (v) No literacy movement should be started without prior planning.
- (vi) For making the women literate, a Central Social Welfare Board should be established condensed courses should be provided; and village level lady workers should be appointed in the rural areas.
- (vii) In order to carry on this work efficiently and for creating the suitable environment, proper use of the speaking languages of the people should be made.

- (viii) In order to maintain the literacy of the neo-literates, follow up programmes should be organised. Establishment of libraries and production of proper literature etc., should also be included under this programme.

✓ (2) *Continuing education.*—Kothari Commission has expressed the view that along with making the adults literate, continuing education is also necessary. In this connection, the Commission has made the following recommendations :—

- (i) All the educational institutions should be opened even after the regular time for those persons who wish to study. The adults should be provided with the same facilities of doing diploma or degree courses which the students of schools and colleges possess.
- (ii) Provision should be made of such courses for the adults in the educational institutions so that the general knowledge and experience of the adults may be enhanced and they may be able to solve the problems of their lives.
- (iii) The workers should be imparted the education enabling them to develop their abilities and to broaden their view-points of life so that they may properly fulfil the responsibility and may achieve progress. Part time courses should be organised for this purpose.
- (iv) Like the Vidyapeeths of Mysore State, Central Social Welfare Board should establish the institutions for the education of the adult women.

✓ (3) *Correspondence courses.*—For the expansion of the adult education, the Commission has also recommended the introduction of correspondence courses. The Commission has made the following recommendations in this connection :—

- (i) Provision of correspondence courses should be made for the persons who are unable to receive part-time education.
- (ii) The students receiving education through correspondence courses should be provided facilities to meet teachers so that they may also have the same facilities as are received by other students.
- (iii) By establishing harmony in the programme of radio, television, help should be provided in the education through correspondence courses.

- (iv) Provision of correspondence courses should also be made for those persons who wish to enrich their lives through the study of the subjects having cultural and aesthetic importance.
 - (v) Correspondence courses should also be provided for the persons working in industries doing agricultural works etc.
 - (vi) Provision of correspondence courses will also be useful for increasing the knowledge of the teachers teaching in the schools for through these courses they will learn new methods of teaching.
 - (vii) The Ministry of Education of the Government of India should establish a National Board for Education through correspondence courses.
 - (viii) Persons who wish to pass any examination of the Secondary Education Board or University should be provided necessary facilities.
- (4) *Library*.—In regard to the programme of libraries for the adult education, the Commission has suggested the following :—
- (i) The suggestion given by the Library Advisory Committee for spreading the net-work of libraries in the whole country should be implemented.
 - (ii) Libraries of the schools and colleges should be organised as public libraries and books should also be made available in the libraries according to the interest of neo-literates.
 - (iii) The libraries should be made dynamic and they should be organised in such a way so as to attract the adults and make them educated.
- (5) *Role of Universities*.—The Kothari Commission has expressed the opinion that Indian Universities can contribute much in the development of adult education. The Universities must come forward in this field. They can give an impetus to the movement of adult education by organising correspondence courses, extensive lectures and seminars etc. The Universities should also open Adult Education Department for the education of the adults. The Government should give sufficient financial help to the Universities for organising programmes relating to adult education.

- (6) *Organisation and administration.*--In regard to the organisation and administration of adult education, Kothari Commission has recommended that a National Board of Adult Education should be established. The function of this Board should be to advise the State Governments in regard to adult education, their training, to provide necessary literature and material for adult education, to establish harmony in different Government and non-Government organs and after investigating the progress made in this field to suggest for further progress. It has also been recommended by the Commission that Adult Education Boards should also be established at the State level and the district level. These type of committees should be made a part of the district board. According to the Commission, the persons and the institutions who are working voluntarily in this field should be encouraged by giving financial and technical help.

Criticism.—The Kothari Commission has recommended that every possible step should be taken for the liquidation of illiteracy in the country. Its suggestion for universal and part time education, selective and universal system etc., will certainly prove to be beneficial. However, the suggestions of the Commission that the students should be compelled to work for the expansion of literacy by making a law to this effect, does not seem to be proper. The best course would be to encourage and inspire them rather than to force them to do this work.

The suggestions of the Commission in regard to the continuing education is really praise-worthy. Because if provision for continuing education of neo-literates is not made, there is the possibility of their becoming again illiterate after sometime. The Commission has rightly recommended that such courses should be organised in the educational institutions in order to increase the general knowledge and experience of the adults. There are two views in regard to the recommendations of the correspondence courses made by the Commission. One group is of the view that those who are illiterates cannot receive education through correspondence courses. There are 826 languages which are spoken in India and as such it is very difficult to decide as to through which language the education would be imparted through correspondence courses. Who will prepare the courses of these languages? But the supporters of the education through correspondence courses expressed the view that this suggestion of the Commission is not for totally illiterates but for neo-literates. The neo-literates can certainly receive education through correspondence courses.

In regard to libraries, the Commission has rightly recommended that the suggestions of the Library Advisory Committee for spreading the net-work of the libraries in the whole country should be implemented. The libraries of the schools and colleges should be organised into public libraries and books and other materials necessary for neo-literates should be provided in these libraries.

Yet another important suggestion of the Commission is that the Universities must also come forward in the field of adult education. The universities cannot secape from the responsibility of adult education and the liquidation of illiteracy. It has been universally welcomed that an adult education department should be opened in each university. The suggestions of the Commission in regard to organisation and administration of adult education are also praise-worthy. If the Government give proper encouragement to the persons and institutions working voluntarily in the field of adult education, then the movement of the social education will certainly receive a great impetus.

In short, we may say that the suggestions of the Commission in regard to adult education are really praise-worthy, but they are incomplete. Liquidation of illiteracy should not be the only aim of adult education. The Commission has not made any recommendation in regard to training in industries and trades for the financial progress of the adults, provision of their entertainment and necessity of developing the feeling of citizenship in them.

CHAPTER VI

TECHNICAL AND VOCATIONAL EDUCATION

Q. *What is the need of technical and vocational education in India? Discuss the progress of technical and vocational education in India with special reference to post-independence era.*

Or

What problems are being faced in the expansion of technical and vocational education? How can they be tackled?

Introduction.—The inclusion of technical and vocational subjects under education is the gift of modern period. In ancient and medieval period, Technical and Vocational Education was in no way connected with General and Liberal Education. As remarked by Dr. Rajendra Prasad in his speech delivered at the General Meeting of the Inter University Board of India and the Executive Council of the Association of the Universities of the British Commonwealth on December 21, 1951 at Delhi University “The strides which discovers in physical science and technology have taken within the last 200 years have changed the face of the world.”

In his book, “Some Tasks for Education”, Sir Richard Livingstone has rightly remarked, “Applied Science and Technology are the most characteristic features of the modern civilisation and their development have transformed the condition of human life, and appears to have become its mistress and hope. An obvious conclusion is that, in keeping with this transformation, education should be transformed.” This view has been accepted by almost all the countries. That is why, at present technical subjects are being included in the curricula of the schools in all the progressive countries.

Need of technical and vocational education in India.—As pointed out earlier, emphasis is given in the modern period for the inclusion of technical and vocational subjects in the curricula of education. The main cause of this is that the need for vocational and technical education is being greatly felt. We will now discuss

below the reason why there is so much need of technical and vocation subjects in the modern period.

Sri Humayun Kabir is of the opinion that the basis of prosperity of any nation is the scientific and vocational education. If this education is successfully imparted in the country and this education is making progress, it will certainly achieve progress. The examples of the United States of America, Soviet Russia, Germany and Japan confirm this view. Nearly 100 years ago, the United States of America was a backward country, but because of the progress of technical and vocational education America has become the most prosperous country of the world and many countries of the world are indebted to her. In Russia, Czarist rule was ended and the Republic was established in 1918. At that time Russia was not reckoned among the progressive countries of the world but today Russia is reckoned among the two great powers of the world. The main cause for this progress is the fact that special emphasis has been given in Russia on technical and vocational education. Germany and Japan suffered tremendous losses during the Second World War, but it is only on account of technical education that they have regained their power to a great extent.

In the modern period, 4 elements—(1) capital, (2) raw-material, (3) minerals, and (4) technical education—are considered the basis of prosperity of a nation. We have to accept without any hesitation that there is lack of capital in India because the foreign rulers have exploited our nation and the natural means of this country have been used by them to their self-interest for a long time. Consequently, India had to face many famines and there prevailed widespread poverty in the country. However, our country does not lack raw-material and mineral substances. A large quantity of deposits of iron, manganese, oil, chromite, copper, bauxite, mica etc., are lying dormant in the lands of India. Beside this, there are best means of producing electricity in the country. But the use of these things can be made only when there are large number of persons who have thorough knowledge of technical and vocational subjects and different sciences in the country.

Unfortunately, our country has not been able to achieve sufficient progress in this field. Although, our national Government have been seriously devoting itself to this task. There has been appreciable progress of technical and vocational education under the First Second and Third Five-Year Plans. If this speed of progress continues for several years ahead, there will be economic progress in the country which will lead to the liquidation of poverty.

Although, technical and vocational education appears to be new in the independent India, yet if we have a glance to the history

of ancient India, then we will find that ancient India was at the zenith of progress in the technical field. We will now have a glance over the history of technical and vocational education in order to find out the answer of the question as to what were the causes of this decline and why our country is again advancing to that stage?

HISTORY OF THE DEVELOPMENT OF TECHNICAL AND VOCATIONAL EDUCATION

Technical and vocational education in ancient India.—In ancient period, technical and vocational education had expanded greatly in India but this education was not imparted in the schools. The works and professions of different castes were definite, some of these persons had the knowledge of different types of crafts and were engaged in the production of things. Education of different crafts was given by these persons to their sons and disciples. Thus, in the Vedic Period, the profession of woollen and cotton clothes, dying and embroidery etc., had achieved great progress. There is also the mention of the profession of gold-smithy, metal works, tanning and pottery etc. These persons produced different types of arms and weapons, jewellery and different types of other things.

The technical and vocational education continued in this manner from Vedic Period to Rajput Period and India achieved great progress in the technical field.

Technical and vocational education in Muslim period.—In Muslim Period, the form of technical and vocational education was nearly the same as in ancient India. Because of the Muslim rulers of this country, especially during the Mughal empire, the Indians achieved great progress in the technical and vocational field. The Mughal emperor passed their lives in comfort and luxuries. Hence, they specially encouraged the production of fine arts and many things of luxuries. Different means of decoration such as carpets, wood works, 'dari' etc., received patronage from Mughal emperors. The most important profession of this age was the production of cotton clothes. The whole country participated in this profession. During that period, Indian clothes were exported to Burma, Malaya, Java and other countries. Beside cotton clothes, silken clothes, ships and explosives etc., were also produced.

Technical and vocational education under British rulers :

Destruction of Indian industries.—The technical and vocational education that was being imparted in India in a conventional way was responsible for the progress of different trades and industries. The trades and industries received a major set-back under the British rule. The British merchants opened their first factory in Masaulipattam in 1611. They acquired political strength

after their victory in the battle of Plassey in 1765. From that period to 1947, they ruled unchallenged over the sub-continent of India. A French traveller named Bernier who travelled India near about 1700 described the prosperity of Indians during that period. But slowly and gradually, because of the constant exploitation by the British, trades, and industries were destroyed and poverty engulfed the majority of Indians. William Digby, who travelled India in the beginning of 20th century has written that there were nearly 10 crores people in the British Period who did not get sufficient daily food. He has also written that during that period there was no example of this type in any civilised and progressive country. Pointing out this tremendous decline in the condition of Indians within a few centuries Pt. Jawahar Lal Nehru has written in his book, "Discovery of India" that according to their policy, the British destroyed the ancient village panchayats, educational system, hundreds and thousands of schools, trade and industries of India, which were developed in thousands of years. The first profession, which was adversely affected because of the British policy was the profession of cotton clothes. Thereafter, the profession of ship building, metallurgy glass work etc., also met the same fate. Thus, Indian markets were deprived of Indian goods and were filled with British goods. Consequently, thousands of Indian workers and craftsmen became unemployed. Describing this condition, Lord Bentinck the British Governor-General wrote in his report in 1834 "The misery hardly finds a parallel in the history of commerce. The bones of cotton weavers are bleaching the plains of India."

In such a condition, the system of technical and vocational education that was imparted by a father to his son or disciple met with an end for ever. This condition continued for a long time. Thereafter, the condition began to change slowly and gradually. For the sake of our convenience we will study it under the following different headings :—

From 1880 to 1882.—Although, in consequence of Industrial Regulation in England, emphasis was given on technical and vocational education in that country yet the British rulers did not deem it proper to introduce and expand this type of education in India. The attention of the Government was for the first time attracted towards this by the Famine Commission of 1877-78. In spite of this, the Government did not pay any attention to this type of education. Of course, the missionaries did some useful work in this connection. They established some industrial schools in which the education of carpentry and iron-smithy etc., was given to the children of Indian Christians for preparing them to earn their livelihood. But it would not be proper to call these schools 'industrial schools'. They were rather craft schools.

From 1882 to 1902.—From the very beginning the Government of India opposed technical and vocational education. The British rulers were of the view that if this type of education in India was provided, then the natural development of the country will begin and it will be detrimental for the industry of England. On the contrary, the national leaders of India were of firm conviction that technical and vocational education was utmost necessary to remove poverty from the country. This demand was made by the Congress in its Third Session which was held in the year 1887. Later on this demand was repeated again and again in other Sessions. But the British Government continued to reject this demand because of their vested interest. In 1902, there were only 80 technical and vocational schools out of which only few could be called really technical schools.

From 1902 to 1921 —During this period also, the Government of India did not pay any attention towards technical and professional education. Of course, much was done by accepting the recommendation of Indian Education Commission. Technical and vocational subjects were also included in the curricula of high schools in different provinces.

From 1921 to 1937.—As pointed out earlier, the Indian National Congress repeated its demand of technical and vocational education again and again but the Government did not accept this demand. The Government only started giving some scholarships to the students for receiving technical education. From 1905 to 1917, 113 students were granted scholarships. People were not satisfied with this work of the Government because all the students desirous of receiving technical education could not get scholarships. Besides this, the number of scholarships were very few and very little amount was given in the form of scholarships.

In 1917, Morrison Committee recommended that the scholarships should be given specially to those students who wish to work in the industries of Textile, Mining, Pottery, Tanning, Matches, Glass, Sugar Pencil and Paper. But nothing significant could be achieved from these suggestions.

After the establishment of the dual rule in 1921, the demand of the people for technical and vocational education received a great momentum. It was demanded that the provision of this type of education should be made in India. In order to take a decision in this matter, a special Committee under the Chairmanship of Lord Lytton was entrusted this work. This Committee studied the problems and difficulties of the Indian students studying in foreign countries and made many suggestions to remove them. The most important suggestion of the Committee was that

technical, vocational and industrial institutions should be established in India and provision should be made for imparting higher education to Indians in their own country. Hence, it was necessary that the different branches of this type of education should be developed within the shortest possible period.

The institutions that were established in consequence of this recommendation were the following :—

- (1) Harcourt Butler Technological Institute, Kanpur.
- (2) College of Engineering and Technology, Jadavpur.
- (3) Government School of Technology, Madras.

There were nearly 535 technical, vocational and industrial schools in the whole of India in 1937.

From 1937 to 1947.—As pointed out earlier, vocational and technical education was totally ignored before 1937 but the expansion of this type of education took place with great speed after 1937. The following were three main reasons for this :—

- (1) Upto the Second World War, the demand of such persons increased who had acquired technical education
- (2) New industries had been established in India for the production of war materials and industrial persons having received technical education were required for these industries.
- (3) The demand of persons having received technical education increased for implementing the post-development schemes prepared by the Central and the Provincial Government.

The expansion of technical education was natural in consequence of the above mentioned reasons. But the expansion of this type of education that took place during this period cannot be called satisfactory because in 1941-42 only 264 students and 20 students were studying in graduate courses of technical education and chemical technology respectively.

Attitude towards technical and vocational education in the independent India.—It has been hinted earlier that during the closing years of British rule, the attitude of the people towards technical and vocational education was changed and they were repeatedly demanding the expansion of this type of education by the Government. This changed attitude made a great influence. In the Independent India, this influence further increased because of the changed attitude of the leaders and the people of the country towards technical education. Development is a process in

which the utmost successful use of the means of the society has to be made for achieving different objectives. These means are no doubt bestowed by the nature but they can be developed through the new scientific methods and the use of scientific knowledge. From this point of view, scientific means and knowledge are more valuable than the investment of capital. In any under-developed economic system, there is no complete knowledge of the means of the nature and to develop those means and to have complete knowledge about them scientific method and knowledge have to be used.

The discovery of these means and use is the early stage in India. There is still half knowledge of the necessary scientific methods. That is why, the use of scientific method is not easy to make use of the means which are known to us. In order to raise the standard of living, not only more successful use of the known means but also the discovery of new means is necessary. What is utmost important is the desire and willingness of the society to use modern technical methods in the process of production. New progress is taking place rapidly in this field and its use is not only to increase the production, to organise transport and other means but is also important for solving the problems connected with economic and social organisation.)

The cause of lagging behind in development is the insufficient development of technical method and the cause of insufficient development of this are different political, social and psychological conditions. If the desired change is brought about in these conditions, then the rate of development in developing the technical methods can also be increased. The countries in which industrial life begins latter are in some what advantageous position because they can use those technical methods which have proved to be successful in other developed countries but it is also necessary to keep in mind that endeavour should be made to keep pace with the scientific and technical progress that have been achieved in other countries.

In short, the discovery of new means, the use of new scientific technical and vocational methods, need of man power and development works and their use according to circumstances are the foundation of the development of any country.

Technical and vocational education in Independent India.—We will discuss the development of technical and vocational education in the independent India under the following different headings :—

From 1947 to 1969.—The post independent period witnessed the tremendous progress in the field of technical and vocational

education along with the rapid growth of industrialisation in the country. There was the provision of imparting vocational and technical education to only 6,600 students. This number increased to 4,35,796 in the year 1963. Beside this, facilities were also provided to 25,000 students for engineering and technical degree and to 49,000 for diploma in the year 1966.

Vocational and technical education during the First Five-Year Plan. A special attention was given to the expansion of technical and vocational education during the First Five-Year Plan. It was decided to develop Indian Institution of Science, Bangalore, to establish 14 colleges of engineering to make provision of teaching of some special vocational subjects and to establish guidance centres for the students receiving professional and technical education. In addition to this, schemes were also prepared for the establishment of industrial, technical and professional schools, conversion of craft schools into junior technical high schools, establishment of junior multi-purpose schools, development of general secondary schools into technical high schools, giving of proper place to agricultural education in the curriculum, conversion of commercial, vocational and technical schools into colleges and grant of scholarships to the students for receiving higher education in foreign countries. Provisions was also made for providing more facilities to impart training to the artists and craftsmen and to establish training centres in villages. |

Under the Second Five-Year Plan.—In view of the increasing demand of the technical and vocational workers, a special importance was given to the expansion of vocational and technical education during the Second Five-Year Plan. With this aim in view, 48 crores of rupees were allotted for technical and vocational education in the Second Five-Year Plan. This sum was more than two times the sum (23 crores) which was granted for this purpose during the First Five-Year Plan.

During the Second Five-Year Plan, the Indian Institute of Technology, Kharaghpur was completely developed for graduate and post-graduate studies. Provision was made for the study of graduate courses for 1,200 students and post-graduate and research work for 600 students. The Institute of Science, Bangalore was developed for Air and Navel Engineering, Power Engineering, Internal Combustion, Metallurgy and Electrical Engineering Research and other types of vocational and technical education.

In the centres established for vocational and technical education under the First Five-Year Plan, provision was made for the post-graduate courses in engineering, technological and research work. The work started under the First Five-Year Plan for deve-

loping degree and diploma courses in the existing institution was complete during the Second Five-Year Plan. The rest of the money was spent in establishing higher institution of vocational and technical education in western, northern and southern regions of the country. Two of such types of institutions were established at Bombay and Kanpur.

During the Second Five-Year Plan, facilities for the education of engineering and technology in Delhi Polytechnic were expanded. Beside this, 9 other institutions of degree stage and 20 institutions of diploma stage were established in other parts of the country. The scheme of training of foremen was implemented with the co-operation of industrial institutions. The number of scholarships were increased from 630 to 800. Some seats were reserved for meritorious students in technical and vocational institutions. Hostels were built for 13,000 technical students and for 3,300 students of junior technical schools. Indian Schools of Science and Applied Geology, Dhanbad was further developed and expanded.

In consequence of all these efforts, by the end of the year 1960-61, 5,700 graduate and 6,800 diploma holders in engineering and technical education were made available, to the country. This number was double and triple to the number of graduate and diploma holders respectively made available during the First Five-Year Plan.

Under the Third Five Year Plan.—It was envisaged that 45,000 graduates and 80,000 diploma holders would be required during the Third Five-Year Plan. This requirement was nearly fulfilled. In order to meet the little shortage of the diploma holders, additional facilities were provided in the beginning of Third Five-Year Plan. During the period of Third Five-Year Plan, the number of students admitted annually in the degree courses was increased by 6,000 by admitting 5,000 in engineering colleges and by imparting education to the rest of 1,000 through part time or correspondence courses. Thus, the number of students admitted every year increased from 13,200 in 1961 to 19,200 in 1966. Likewise, the number of students admitted in diploma courses was also increased by 15,000 by admitting 10,000 students in Polytechnic and educating the rest of 5,000 students through part time or correspondence courses. Consequently, the number of the students, which was 24,000 at the end of the Second Five-Year Plan increased to 69,000 at the end of the Third Five-Year Plan. A sum of rupees 142 crores was allotted for implementing the programme of the development of technical and vocational education.

Technical and Vocational education under the Fourth Five-Year Plan.—The progress of the educational institutions could

not cope up with the rapid progress with which the expansion of technical and vocational education took place under the first three Five-Year Plans. For example, the survey of 1964 revealed that there was lack of 35 per cent teachers in the engineering colleges and the polytechnic institutions, 55 per cent equipments, 51 per cent educational buildings and 55 per cent hostels. Hence, it was decided to give priority to make up the above mentioned shortages under the Fourth Five-Year Plan and also to further strengthen the existing institution.

It has been proposed under the Fourth Five-Year Plan to make some provision of encouraging the mutual exchange of the workers of industries and educational institution. The engineers working in industries will be encouraged to do teaching work up to a definite period and the teachers will be provided opportunities in industries for short periods to acquire industrial techniques. It is also envisaged to increase the number of students taking admissions annually and for this purpose new engineering colleges will be opened during the Fourth Five-Year Plan. At the diploma stage, the admission capacity is proposed to be increased by 18,100 students.

The new institutions will be merged with the existing institutions and the developed industrial centres of the country. This type of harmony with the industrial centres will make available the co-operation of industries for technical education and facilities for practical work will be made available in big factories.

For preparing management officials at higher stage, two institutions of management were established during the Third Five-Year Plan. These institutions will conduct two years' complete course and will confer the degree of Master of Business Administration. The capacity of these institutions at the end of Third Five-Year Plan was to give education to 300 students. Keeping in view the increasing demand of the management officials this capacity will be further increased.

A sum of Rs. 253 crores has been proposed to be allotted for vocational and technical education under the Fourth Five-Year Plan.

PROGRESS OF VOCATIONAL AND TECHNICAL EDUCATION

Vocational and Technical School Education

Session	Number of schools	Number of students	Number of teachers	Expendi- ture in crores of rupees
1950-51	2,339	1,87,194	11,598	3.69
1955-56	3,074	2,62,465	16,597	5.45
1960-61	4,145	4,01,274	27,152	11.41
1961-62	3,751	4,08,443	28,857	12.80
1962-63	3,846	4,24,264	29,849	13.04
1963-64	3,871	4,35,796	31,301	14.52

HIGHER TECHNICAL EDUCATION

Year	School		Number of students admitted		Number of students achieving success in	
	Engineering and Technical Degree	Engineering and Technical Diploma	Engineering and Technical Degree	Engineering and Technical Diploma	Engineering and Technical Degree	Engineering and Technical Diploma
1951	53	89	4,788	6,216	2,693	2,626
1956	71	109	6,612	10,318	4,337	4,103
1961	111	209	15,497	26,525	7,026	10,349
1969	114	231	17,669	29,924	8,924	12,046
1963	118	248	20,744	37,822	9,120	12,938
1964	126	261	21,700	41,300	10,320	17,280
1965	133	274	24,695	48,048	10,282	21,500
1966	134	276	25,000	49,000	11,800	21,500

Problems and their solution.—During the British period there was very little industrial influence on Indian education. This influence, however, has been constantly increasing after independence. Constant endeavours are being made to include technical and vocational subjects under general education. Beside this, special technical and vocational institutions are being established for providing the diploma, graduate and post graduate courses in vocational technology. Government as well as private institutions have been endeavouring to expand this education but still the progress of vocational and technical education is taking place rather slowly in India. It is because of many obstacles and problems that this type of education has not been able to make the desired progress. We will now discuss the different obstacles and problems and their solutions :—

- (i) *Wrong attitude.*—In India, from very ancient period a very respectful place has been given to intellectual labour and physical labour has been given a very low place. It was only on the basis of work or labour that the caste system had been built in our country. The Brahmins who devoted themselves to studies were given the highest place in the society and the persons who carried on the professions and were engaged in handicrafts etc., were given low places. The roots of division of labour based on thousands of years old caste system have gone deep into our society and it is very difficult to shake them off. It is on account of this fact that even in the progressive age of today persons engaged in handicrafts and other physical works are not looked with respect. Handicrafts and different skills have a prominent place in technical education. Consequently, it is quite natural that these things are not looked with due respect in Indian society. It is the result of this improper attitude that the youths of higher castes and families are generally indifferent to receive technical education. Consequently, this type of education has not made the desired progress.

Solution.—The solution of this problem is not easy. If the Government and the social workers start the movement that physical labour in no way inferior to the intellectual labour, then the youths of this country can be attracted towards the technical and vocational education, but the movement alone will not bring about the desired results. This will certainly bring about the change in the attitude of the people but only this will not be sufficient. The Government will have to provide facilities for the studies of these students who wish to receive technical education. It is, therefore, necessary

that the Government should grant scholarships and should make proper provision for their employment after receiving this type of education. It may be mentioned in the end that with the vigorous efforts of the Government and the social workers, a significant change has come in the attitude of the people and now a large number of Indian youths are desirous to receive technical and vocational education. Thus, much has been achieved during the post-independent period, but much remains yet to be achieved.

(2) *Dearth of institution*.—Although, many technical and vocational institutions have been established after independence, yet their number cannot be said to be sufficient. The awakened Indian people have now realised that the young persons receiving technical education have a very bright future. But because of the shortage of such institutions and lack of facilities, 60 per cent of the students are not able to get admission and hence they are greatly disappointed.

Solution.—This problem can be solved only when more technical and vocational institutions are established in the country and technical education should be imparted at all the stages. At present there are nearly 425 engineering and technical institutions in the country. These institutions are very few for the country like India having so huge a population. It is, therefore, the duty of the Government to establish new technical and vocational institutions to cope up with the increasing demand.

(3) *Narrow curriculum*.—The curriculum of our technical and vocational schools are very narrow because only technical subjects have been included in them. No place has been given to liberal education in them. Consequently, after receiving technical education, the youths are not able to acquire knowledge of human relations and social objectives of production.

Consequently, the work of production does not achieve the desired progress.

Solution.—In order to remove the defects of the curriculum, it is necessary that proper place should also be given to general and liberal education in it. This is heartening to note that this problem has attracted the attention of the Government and the curricula of the technical and vocational institutions are being broadened by including the subjects of general and liberal education.

(4) *Unsuitable medium of instructions*.—Yet another serious problem that confronts technical and vocational education is the unsuitability of the medium of instructions. In almost all the technical institutions of the modern India, English is the medium of instructions. The students having passed intermediate or its equivalent examination through the medium of Hindi or other regional languages expe-

rience great difficulty to study the technical and vocational subjects through the medium of English. Consequently, many students either leave their studies due to disappointment or many have to leave because of meeting failures several years in the same class. Thus, this involves a great loss of money, time and energy of the students and their guardians, beside the disappointment.

Solution.—It may be frankly remarked that in order to solve this problem, administrators and politicians of India will have to give up their dual policy. They will have to make Hindi or the regional languages of different States as the medium of instruction of technical and vocational institution. Of course, it cannot be denied that many difficulties will come in the way because neither do we have books on technical subjects in Indian languages nor have we evolved a suitable vocabulary for it. But if we firmly resolve to solve it and work sincerely for it, these difficulties will be removed in due course of time. We should emulate the example of other countries such as China, Japan, Russia, Germany where the medium of instructions is not English but their own languages. If it has been possible for these countries to adopt their own language as medium of instructions, why can it not be possible for India to do the same?

(5) *Less importance of practical education.*—In our technical and vocational schools, importance is given to the theoretical education rather than to practical education. Consequently, the graduates of engineering and technology are generally not skilled in practical works. Hence they have to face many difficulties and have to depend upon their subordinate and less educated officials to learn practical works. This entails loss of their prestige.

Solution.—It is necessary that importance should be given to practical education in our technical and vocational institutions. We should follow the example of technical and vocational institutions of Europe and America in this connection. In these countries, the students are given adequate knowledge of practical works by sending them to workshops, factories etc., and hence when they enter into their career they will not have to depend upon others.

(6) *Lack of continuation education.*—After having completed their technical and vocational education the young persons are employed in some industries etc. For some time, their minds are full of knowledge which they have recently acquired but slowly and gradually they begin to forget many things. This brings about lack of efficiency in their work. The efficiency of technical personnel depends upon the quality of industrial and technical knowledge that he possesses. But if he lacks that knowledge or forgets much of the things that he learned then his efficiency will naturally decline. This is due to the fact that there is no provision for continuation education after completion of their education.

Solution.—This problem can be solved through the following two methods :—

- (a) Provision should be made of part-time instructions to the persons engaged in technical and vocational works. Prominence should be given only to theory in this education because the persons concerned become efficient in their practical works by doing work in the factories and the workshop in which they are employed.
- (b) Another method of solving this problem is through the method of providing refresher courses to such persons. It is desirable to suggest here that each skilled or semi-skilled person should be compelled to take benefit of this type of profession atleast in a year or once after two years.

(7) *Dearth of teachers.*—Last but not the least main problem of technical and vocational education is the dearth of teachers. The main reason for this is that the meritorious and able persons having received technical and vocational education get so much salaries and facilities in their profession that they are even the least interested in working as teachers in technical and vocational institutions. Beside this, sufficient respect is not accorded to the teachers in the society. On the contrary, the status of the persons working in the industries and other professions is much higher and they are looked with more respect in the society. Consequently, these institutions are deprived of the services of good and talented persons. This naturally accounts for the decline in the standard of teaching in such institutions.

Solution.—This problem can be solved only by the Government. It is the responsibility of the Government to give due importance to this problem and do the needful to make available the services of good and talented persons in these institutions. This can be done only when the scales of pay of such teachers are increased and the conditions of their services are improved and made more attractive. It is encouraging to note that this problem has attracted the serious consideration of the Government and the Government is making every possible endeavour to solve this problem.

Special attention is proposed to be given to solve this problem under the Fourth Five Year Plan. It has been decided to increase the facilities of post-graduate courses and research work and the teachers, who have been doing teaching work will be given financial help by the Government to improve their educational qualification. The scales of salaries of such teachers have also been increased but much remains yet to be achieved in this connection.

Recommendations of the Kothari Commissions.—The Kothari Commission has recognised the importance of industrialisation and has discussed the steps to be taken for industrialisation and

prosperity of the nation. The success of industrialisation depends upon the ability and skill of the workers. Hence, while emphasising the development of vocational, technical and engineering education, the Commission has made many important recommendations. According to it, 20 per cent of the students after receiving their education at the secondary stage and 50 per cent of the students after receiving education after class X must adopt professional courses by the year 1986. It is clear from the determination of this objective that the Commission has laid down a great emphasis on vocational and technical education. We will now briefly discuss the suggestions of the Commission in regard to different aspects of vocational and technical education :

(1) *Training of semi-skilled and skilled workers.*—In regard to training of semi-skilled and skilled workers, the suggestions of the Kothari Commission are as follows :—

- (i) Facilities already existing in the industrial training institutions should be further extended and the minimum age of the students admitted in these institutions must be 14 years.
- (ii) Junior Technical schools should be re-named as Technical High Schools and they should organise such courses which should be terminal in their form.
- (iii) Emphasis should be given on production in the training given in Industrial Training Institutions and Technical Schools. For training courses of the skilled workers, the qualification for admission should be below high school and for proper utilisation of the existing facilities, they should be connected with polytechnic schools.
- (iv) For the students who leave schools, facilities should be provided for part-time professional and technical training through Correspondence Courses and Short Intensive Courses etc.

(2) *Technician training.*—The Kothari Commission was of the view that the need of technicians is as much as that of engineers for industrialisation. With this aim in view, the Commission has made the following recommendations in regard to the expansion of training for the technicians :—

- (i) At present the proportion of the technicians and engineers is 1 : 1.4. This should increase to 1 : 2.5 and 1 : 3 or 1 : 4 in the years 1975 and 1986 respectively. The curriculum of the technicians should be re-organised and extended.

- (ii) More importance should be given to practical works in the schools conducting diploma courses. Emphasis should also be given in industrial experience in diploma courses.
- (iii) Polytechnics should be established for industrial schools. In the polytechnic schools established in the rural areas, education connected with agricultural industries should be imparted.
- (iv) The teachers of the Polytechnic schools should be appointed from among the workers of the different industries and the educational qualifications for the appointment of such teachers should be fixed comparatively lower than other teachers. The salary of the teachers should be based not only on the basis of their ability but due consideration should also be given to their industrial experience.
- (v) Training should be imparted to the students in suitable environment. The students and teachers should be encouraged to make small things during vacation to decorate the laboratories of the schools.
- (vi) Emphasis should be given on the education of science and mathematics during the first two years in the polytechnic schools and their curricula should be developed. The subjects of natural psychology and management, costing and estimating etc., should be included in the curriculum of the technicians.
- (vii) The curriculum of the polytechnics should be reorganised under the Fourth and Fifth Years Plan keeping in view the regional and national requirements.
- (viii) At certificate and diploma stage in polytechnics, provision should be made for the courses according to the interests of the girls and they should be encouraged to take the subjects after passing the lower secondary stage.
- (ix) Every possible effort should be made to check and minimise the wastage taking place in the polytechnics and they should be made more useful.
- (x) Provision should also be made for post-diploma courses in some polytechnic schools. Only those technicians should be admitted in these courses who have acquired industrial experience for some years after having passed diploma courses.

- (3) *Other types of vocational education.*—(i) Different types of courses should be introduced at the higher secondary stage at this stage along with the polytechnics, scientific, commercial and other courses should be organised. Education of home science, nursing, social work etc., should be imparted to the girls.
- (ii) The students having passed courses in technical schools and polytechnics should be encouraged to establish such small industries of their own or to establish small industries workshops etc., in collaboration with others, as may be useful for the society.
- (4) *Education of engineers.*—In regard to the education of Engineers, the Commission has made the following recommendations :—
- (i) The condition of such schools connected with the education of engineering whose standard has declined should be improved and they should be converted into the institutions of training of technicians. If their condition has deteriorated beyond repair, then they should be closed down.
- (ii) For the education of some branches of engineering such as electronics and instrumentation etc., only able and talented B. Sc. pass students should be selected and their curricula should be properly modified.
- (iii) Practical training should be imparted in the third year to the students of degree courses.
- (iv) In workshops, emphasis should be given on production works.
- (v) The curricula at the degree and diploma stage should be determined keeping in view the changing needs.
- (vi) Subjects of courses should be modified according to the advice of the expert committees. The subjects of chemical technology, aeronautics and astronautics should be developed.
- (vii) Provision should be made for the organisation of Extensive Summer Institutes for the teachers.
- (viii) In engineering colleges, the teachers of science and technological departments should be given the same salaries as are given to the teachers of other departments.

- (ix) In order to make the teaching profession attractive, proper scales of pay should be introduced and able Engineers should be encouraged to do research work along with their teaching work.
 - (x) The system of frequent transfers of teachers in Government Engineering Colleges should be stopped.
 - (xi) In technical institutions, teaching and training programmes should be organised on extensive basis for graduates and post-graduate students.
 - (xii) Conventionality should have no place in the post-graduate courses. The students admitted at the post-graduate stage must possess at least one year's industrial experience.
 - (xiii) Special courses of higher stage should be organised on national level.
 - (xiv) The system of admitting students in engineering schools by taking money should be completely abolished.
- (5) *Man power requirement.*—Provision and organisation of vocational, technical and engineering education should be made keeping in view the requirement of man-power. The wastage taking place in this education should be checked and the increasing distinction and discrimination on socio-economic back-ground should be removed.
- (6) *Medium of instruction.*—At the polytechnic stage, regional languages should be made the medium of instructions. At the higher stage, the medium of instructions can be determined keeping in view the conveniences of the students. Provision should be made for preparation of good text books in regional languages.
- (7) *Practical training.*—For practical training scheme, the selection of the students and the trainees should be properly made. The number of training centres should be increased. If on account of some reasons, some public apprentice schools are being closed, then the Central Government should take them into their own hands.
- (8) *Co-operation with industries.*—In the view of the Kothari Commission, co-operation of the industries is necessary for vocational, technical and engineering education.

At present, more than 3,000 trainees are receiving training in different industrial institutions. Their number should be increased to 5,000. The Central Government should render necessary help to the industrial institutions so that they may appoint able training officers, who may impart best type of training to the student trainees.

(9) *Correspondence courses.*—The Kothari Commission was of the view that the work of imparting vocational, technical and engineering education through correspondence courses should be immediately started. However, the Commission hastened to add that complete and proper arrangements should be made before the start of the work and these courses should be started only after properly testing these preparations and arrangements.

(10) *Administration of vocational, technical and engineering education.*—In this connection, the Commission has made the following suggestions :—

- (i) An institution such as University Grants Commission should be established for this type of education, in which representation should be given to vocational, organisational, industrial institutions and concerning ministries.
- (ii) This institution should work in co-operation with Planning Commission and the Institute of Applied Man-Power Research.
- (iii) The Industrial institutes should be accorded the status of university but their individual names and special features should not be changed.
- (iv) The Director of Technical Education should be established in each State under the Board of School Education.
- (v) An eminent educationist should be appointed on the post of the President of the Board of Governors and Regional Engineering Colleges.
- (vi) The Principals of the colleges should be fully empowered to provide educational facilities in their institution.

Criticism.—The Kothari Commission has laid a great emphasis on technical, vocational and engineering education and after considering in detail the different aspects of this type of education, has

made very important and useful suggestions. The Commission has mentioned the different types of facilities to be given to the semi-skilled and skilled workers. It is very useful suggestion of the Commission that the number of technicians should be increased. It may, however, be mentioned here that when at present the proportion of engineers and technicians is 1 : 1.4, the technicians do not get employment and if their proportion will increase to 1 : 4 in 1986 what will be their condition? The main reason for this is that most of the industrialists prefer to appoint 'Mistri' (untrained technicians) rather than the trained technicians because the former perform better work in less salaries. Along with increasing the number of technicians, endeavour, should also be made to make them able and efficient and much more practical knowledge should be given to them. The suggestion of the Commission that girls should also be encouraged to do technical courses is really praiseworthy. Other suggestions of the Commission in this respect are also useful.

The Commission has rightly recommended that at the secondary stage the educational system should be made more professional. It will also be in the national interest to encourage the students having received technical education to establish small industries of their own. This will not only solve the problem of their employment, but will also contribute to the increase of production and national prosperity.

The suggestions of the Commission in regard to education of Engineering are also very useful. The country needs able and efficient engineers and it is, therefore, necessary that this type of education should be made more practical and that is why the Commission has rightly given the suggestion of imparting practical training to the Engineering students. The Commission has also recommended the development of subjects such as chemical technology, aeronautics and astronautics etc. The scales of pay of the teachers of engineering colleges should also be increased as suggested by the Commission. It is necessary to attract able and talented persons in the teaching profession.

The Commissions recommendations in regard to man power requirements, medium of education, correspondence courses, co-operation with industries etc., are also very useful and will go a long way to develop the vocational, technical and engineering education, of course, they are properly and immediately implemented.

In regard to administration of vocational, technical and engineering education, the Commission has recommended the establishment of an institution similar to that of University Grants Commission. We may not agree with this suggestion of the Commission because All-India Council for Technical Education, which

is working since 1945 can be re-organised and given a new form to make it discharge important functions in this field. The suggestion of the Commission in regard to the establishment of Directorate of Technical Education in different States also lacks originality. The existing State Board of Technical Education can be re-organised to perform this work. It may, therefore, be remarked that in regard to the above two things, the Commission has done nothing except suggesting only two new names. However, as a whole the recommendations of the Kothari Commission are very important and useful and will go a long way to improve and develop vocational and technical education in the country.

CHAPTER VII

TEACHER EDUCATION

Q. Account for the progress of teacher education in India with special reference to attempts made in the direction after Independence.

Or

What, in your opinion, are the problems in the training of teachers in India? What measures can you suggest to solve them?

Introduction — In the words of S. Balakrishna Joshi, "A true teacher is rich without money. His wealth is to be reckoned not in terms of bank balance but in the bounteous love and loyalty he has evoked in his pupils. He is an emperor whose empire is carved in the grateful minds of his pupils, which no power on earth can shake, no atom-bomb can destroy. Teaching is a divinely ordained mission. To talk of it in terms of trade union and craft guild is to degrade it, to adopt tactics intended to frighten people into pity is to desecrate it. Blessed is he who is a teacher, twice blessed is he who is born a teacher in this great land of ours where the preceptor has been loved, honoured and lifted to the rank of the Gods, where prince and peasants have tied with each other in showing him reverence; thrice blessed is he who is a teacher here in this glorious dawn which is flushed with the possibilities of unprecedented progress and prosperity, when the motherland is on the Threshold on a Golden Era."

The sacred work of such a sacred person was never disregarded in the ancient period and such provision was made for his training so that he could fulfil his responsibilities.

Teacher education in ancient period.—A special feature of the teacher education in the ancient period was that he took a personal interest towards each pupil. Sometimes so many students came to a teacher that he could not fulfil his responsibilities towards them. Hence he used to seek the assistance of meritorious students of higher classes. They were called 'Pttacharya'. They assisted their teacher (Guru) in teaching to his pupils. If the teacher sometimes went away, the teacher used to entrust the whole work of teaching and school to such students.

This system was, in fact, the monitorial system in which some meritorious students of the same class and some students of the higher classes assisted the teacher in the performance of teaching and other allied works. The students who were entrusted this work, used to become efficient teachers and school organisers in the course of time. After having been thus trained, they used to devote themselves to teaching work in future. Although, they were not imparted the teaching of the subjects such as theory or principles of teaching, yet they were given so much practical training that the question of failure in their work did not at all arise. The monitorial system in India continued till the advent of the British. In 1787, Andrew Bell adopted this system in his school and on this basis Bell system developed in England.

Teacher-education in Muslim period.—The chief aim of Muslim ruler in India was to propagate their religion and to convert Hindus into Muslims. Consequently excepting a few rulers, they did not devote much attention to Muslim education. In such a condition, it was very difficult for them to have any idea of teacher education.

Teacher-education in modern period

Early efforts of teacher-education in the modern period.—In the modern period, the Educational Boards of Bombay, Madras and Calcutta for the first time felt the need of teacher-education and they established a few training centres but only the teachers of primary schools were imparted training in these schools. The Native Education Society of Bombay trained 25 teachers and sent them to different parts of the province, so that the standard of teaching in the primary schools might be raised. In 1819, Calcutta Schools Society was established at Calcutta. This society made the provision for the training of the teachers on the basis of monitorial system. In order to encourage the work of the society, the East India Company started giving Rs. 500/- monthly aid since 1825. In accordance with the suggestions of Munro, the then Governor of Madras, a Training School for the training of the teachers was founded at Madras in 1826.

Wood's Despatch and teacher-education.—Wood's Despatch of 1854 mentioned the following :

“We desire to see the establishment, with as little delay as possible, of training schools and classes for masters in each Presidency in India.”

Again,

“Our wish is that the provision of school-master may for the

future, afford inducements to the natives of India such as are held out in other branches of the public service."

The wish that was expressed by the Directors of the Company in Wood's Despatch in regard to teacher-education, could not be fulfilled. The servants of the Company posted in India did not pay any attention to the directions of the Company. While describing this, the First-Secretary of State for India, Lord Stanley wrote in his Despatch of 1859 that the establishment of those training schools which had been ordered by the Directors of the Company had not taken place so far.

Teacher-education from 1859 to 1882.—Lord Stanley had mentioned in his Despatch that a special attention should be devoted to the training of the teachers. After the transfer of the power it was not possible for the British Administrators posted in India to ignore or disregard the orders of the Secretary for State of India and consequently they worked with enthusiasm for the establishment of training schools for the teachers of primary schools and as a result of their efforts many Training Schools were established in each province by the year 1882. In 1882 there were 7 and 2 Training schools for men and women respectively. The number of students studying in these schools was 553. The number of schools in Madhya Pradesh was 4—3 for men and 1 for women—and the number of students studying in these schools was 188.

In 1862, Normal school system was started in Bengal. According to this, system the teachers of the native schools or their relations were sent to Normal schools. Each teacher was given a monthly scholarship of Rs. 5/- After having completed one year's training, the teacher had to return to his school. The teachers were given the education of subjects such as teaching method, mathematics, history etc. The Normal school system could not be extended much because of the shortage of money, and only 2,430 Normal schools were established by the year 1871.

In 1874, Camp Bell, the Governor of the Province, prepared a new scheme for the training of the teachers, and consequently, 46 normal schools were established at the cost of Rs. 1,64,000.

In Madras, there were 32 training schools and nearly 927 students were receiving training in those schools. Likewise, provision of the training of the teachers of primary schools was made in other provinces also. In 1802, there were 106 normal schools in the whole of India and about 3,886 men and women were being trained in those schools. The annual expenditure of these schools was nearly Rs. 4 lacs.

Position of teacher-education in 1882.—As pointed out earlier, some work was done in the field of training of the teachers of Primary Schools by the year 1882. Different methods were used in the Training Schools newly established. In the beginning, monitorial system was adopted in these schools but after some time apprenticeship system was introduced. According to this system, the teacher-student used to acquire knowledge regarding teaching by remaining or living with experienced teachers upto a definite period. This period was 3 years in the province of Bombay and the teacher-student was given the monthly scholarship from Rs. 3 to Rs. 5.

So far as the question of training of teachers of the secondary schools was concerned, very little attention was given to this field. In the year 1882, there were only 2 Training colleges in the whole of India, one was at Madras which was established in 1856; and the other was situated at Lahore, which was founded in 1881. There were only 41 teachers-students in these colleges, who were unable to fulfil the demand of trained teachers. Beside this, the training imparted in these schools was of a very low standard and they had no Practising Schools at their disposal.

Regular system of teacher-education.—The first important step for providing a regular teacher-education was taken by the Indian Education Commission of 1882. It made the following recommendations in regard to the training of the teachers of the Primary and Secondary schools :—

- (1) "We recommend that the supply of normal schools, whether Government or aided be so localised as to provide for the local requirements of all primary schools within the division under each inspector."
- (2) "In order to make the normal schools work efficiently and successfully, it is necessary that each inspector should take interest in the training schools subordinate to him and should ensure its efficient organisation."
- (3) "We recommend that the first charges on provincial funds assigned for Primary Education be the cost of direction and inspection and the provision, of an adequate supply of normal schools".
- (4) "It seems to us a matter of greatest importance not merely that normal schools should be established at a few centres, but they should be widely distributed throughout the country."
- (5) "There should be separate provision for the training of the graduate and non-graduate teachers and there should be different curricula for them."

The regular system of teacher education was started in accordance with the recommendations of the Indian Education Commission of 1882. Consequently, by the end of 19th century, there were six Training colleges (at Madras, Lahore, Allahabad, Kurnag, Rajmundri and Jabalpur) and 50 Training schools in the whole country.

Government Resolution of Educational Policy, 1904.— Education-lover Lord Curzon devoted sufficient attention towards education and training of the teachers. The Government Resolution on Educational Policy of 1904, after considering all the aspects of the problem of teacher education, made the following recommendations :—

- (1) Provision should be made for higher training of able and experienced teachers for the Indian Educational Service.
- (2) The importance of the equipments of the Training colleges is almost equal as what of General colleges.
- (3) The training period for the graduates should be only one year and thereafter they should be granted degree by the University. The knowledge of teaching method and practical training should also be included in the curriculum. The training period for the non-graduates should be two years.
- (4) Theoretical training and practical training should be mutually connected with each other and there should be a practicing school connected with each Training college.
- (5) Training colleges should be connected with ordinary schools so that the teachers may apply the methods learned in the Training colleges.

The above-mentioned principles were implemented and brought forth the following important results :—

- (1) The number of training schools increased.
- (2) Different curricula for the graduates and non-graduates were determined.
- (3) Training period for the graduates and under-graduates was fixed one and two years respectively.
- (4) Practical schools were attached or connected with Training colleges.

The Government Resolution on Educational Policy.— The Government Resolution on Educational Policy of 1913 further emphasised teacher-education and declared :—

“Under modern system of education, no teacher should be allowed to teach without certificate that he is qualified to do so.”

Calcutta University Commission and teacher-education.—The Calcutta University Commission (1916-17) devoted special attention towards teacher-education and made the following recommendations :—

- (1) The number of trained teachers should be increased.
- (2) Research work in education should be encouraged.
- (3) A demonstration school should be attached with each Training college so that practical work may be done in it.
- (4) The subject of education should be included in the curriculum of B. A. and Intermediate classes.
- (5) Education Department should be established in Calcutta and Dacca Universities.

Hartog Committee of 1929 and teacher-education.—The Hartog Committee emphasised the training of the teachers of primary schools and recommended the following in this connection :—

- (1) Education standard of the teachers should be raised.
- (2) Training period should be extended.
- (3) Able teacher should be appointed in training institutions and their number should be increased.
- (4) Provision of refresher, courses should be made from time to time for the teachers of primary school.
- (5) In order to attractable persons in the teaching profession, the conditions of service of teachers should be improved and made attractive.

Training institutions—In 1947, there were following three types of institutions :—

- (1) *Normal schools*.—Teachers of primary schools were given training in these schools.
- (2) *Secondary training schools*.—These schools imparted training to the teachers of middle schools only. Those students who passed matriculation were admitted in these schools.
- (3) *Training colleges*.—The teachers of High schools were given training in these schools. Only graduates and

post-graduates were entitled to get admissions in these colleges.

Training facilities in independent India.—Praise worthy works have been performed in the field of expanding the facilities of teachers training in the post-independent period. Suggestions given by the University Education Commission 1948-49, Secondary Education Commission 1953 and Kothari Commission (1964-66) are being implemented by the Government. We will now briefly discuss the suggestions made by these three Commissions :—

University Education Commission (1948-49).—It made the following recommendations in regard to teacher-education :—

- (1) The curriculum of training institutions should be reformed. Instead of bookish knowledge, importance should be given to the practice of teaching in schools.
- (2) While evaluating the work of the students, special attention should be given to their success in teaching works.
- (3) Only suitable schools should be selected for practice of teaching.
- (4) Most of the teachers of the training schools should have sufficient experience of teaching in schools.
- (5) The curriculum of Theory of Education should be flexible and in accordance with local environments.
- (6) Only those persons should be encouraged to do M. Ed., who have teaching experience of some years.
- (7) The professors and lecturers should do original work on all-India level.

Secondary Education Commission 1952-53.—It made the following recommendations :—

- (1) Training schools should be of two types—(a) First type of schools should be for those students who have completed secondary education. Their training period should be two years. (b) The second type of schools should be for the graduates. For the time being, their training period should be one year but later on it should be extended to two years.

- (2) Teacher-student should be trained in more than one teaching method.
- (3) Provision should be made for Refresher Courses, Short Intensive Courses on special subjects and practical training in workshops in the training schools.
- (4) No fees should be charged from the teacher-students of the training schools. All the teacher-students should be given suitable stipends by the State Govt. The teachers who are teaching in some schools should be given leave on full salary during the period of training.
- (5) In order to make up the shortage of teachers, part-time training courses should be organised.

Education Commission (Kothari Commission) 1964-66.—
Kothari Commission made the following recommendations in regard to teacher-education :—

- (1) Extensive service department should be established in each Training Institution.
- (2) Comprehensive colleges imparting training to the teachers at different stages of education should be established in each State.
- (3) A State Board of Teacher Education, which should be responsible for teacher education at all stages and in all the fields, should be established in each State.
- (4) The curriculum and courses of the training schools should be changed and re-organised in accordance with the changing times and circumstances.
- (5) No fee should be charged from the students of training institutions and provision should be made for grant of stipends and loans to them.
- (6) Facilities of correspondence courses and part-time Training courses should be made available on extensive basis.

Expansion of teacher-education in Independant India.—
The development and expansion which have taken place in consequence of the above mentioned recommendations, can be made clear from the following chart :—

EXPANSION OF TEACHER EDUCATION

Kind of Institution.	Session	Number of institutions	Number of students	Expenditure (in rupees)
Training Colleges	1949-50	43	4,761	33,55,155
	1953-54	61	8,848	43,58,452
	1958-59	233	24,428	1,19,34,441
	1959-60	268	39,135	1,78,81,935
	1960-61	331	46,808	2,15,14,328
	1968-69	522	88,506	...
Training Schemes	1949-50	720	67,046	1,60,63,672
	1953-54	808	76,663	1,68,37,721
	1958-59	974	89,379	2,55,78,352
	1959-60	1034	99,991	2,77,25,644
	1960-61	1138	1,22,682	3,48,11,129
	1968-69	1290	1,88,532	...

Training institution in the present period.—At present, there are following six types of Teacher's Training Institutions in our country :—

- (1) Pre-primary Training centres.
- (2) Normal or Primary Training schools.
- (3) Secondary Training schools for Under-graduates.
- (4) Training colleges for graduates.
- (5) Training Institutions for Women Teacher.
- (6) Training Centres for specialists.

(1) *Pre-primary training centres.*—Pre-primary education is in its early stages in our country. Consequently, the provision of training of the teachers of pre-primary schools is also in its early stage. In the year 1960-61 there was 30 pre-primary training centres in the country. These centres impart training to the matric and upper primary pass students for a period of one

year. The curriculum of the training centres are different. These centres fulfil the needs of different pre-primary schools such as Kindergarten, Montessori schools etc. There are many similarities in the curricula of these courses. For example, there are following subjects for the Nursery, Montessori and Kindergarten certificate examinations of the province of Madras (Tamil Nadu) :—

- (1) Psychology,
- (2) Diet and Hygiene,
- (3) School administration,
- (4) Music or Painting,
- (5) Teaching method and
- (6) Handicrafts.

Likewise, there are following subjects in pre-basic courses :—

- (1) Organisation of Community life.
 - (2) Social training.
 - (3) Child study.
 - (4) History of child education.
 - (5) Fundamental principles and aims of pre-basic education.
 - (6) Subjects of pre-basic education.
 - (7) Work organisation.
 - (8) Cleanliness and health.
 - (9) Nature study.
 - (10) Language and literature.
 - (11) Music.
 - (12) Arts and Crafts.
- (2) *Normal or primary training schools.*—There are two types of primary schools in India—(i) basic, and (ii) non-basic. Consequently, there are also two types of training schools. In the year 1956-57, there were 676 basic and 1·96 non basic district schools in the whole country. The training period of both these two types confer the following two types of certificates—(a) Junior Teacher's certificate is conferred on those students, who take admission in these schools after passing upper primary, (b) Senior Teachers Certificate is awarded to the students taking training in these centres after passing matriculation.

There is a wide difference in the curriculum of these training schools :—

(i) *Curriculum of basic training schools.*—The curriculum of basic training schools is as follows :—

A. *Theory.*—There are seven papers—

- (1) Theory of basic education ;
- (2) Preliminary education of psychology ;
- (3) School organisation ;
- (4) (a) Teaching method of subject of courses, and
(b) Teaching method of arts and crafts ;
- (5) Teaching method of Hygiene, entertainment processes and social studies ;
- (6) Teaching methods of mother tongue and general science ;
- (7) Punjabi language in Gurmukhi script.

B. *Practical teaching.*—This includes the following :—

- (1) 30 teaching lessons ;
- (2) Use of exhibiting materials ;
- (3) Physical training.

C. *Practical skill in art and craft :*

I. *Compulsory subjects.*—

- (1) Agriculture (only for men) or
Sewing (only for women),
- (2) Spinning and weaving,
- (3) Drawing.

II. *Optional subjects.*—To be selected one from the following :—

- (1) Wood work ;
- (2) Scientific processes and activities (including making of soap, candle, chalks etc.)

D. *Social work and collective life.*—

- (1) Two week's camp ;
- (2) Preliminary medical treatment.

(ii) *Curriculum of non-basic training schools.*—The curriculum of non-basic training schools is given below :—

(a) *Theory*. This consists of six papers—

- (i) Modern Indian language (Hindi, Punjabi or Urdu) ;
- (ii) Teaching methods of language and mathematics ;
- (iii) Teaching methods of general knowledge (history, geography) civics and general science ;
- (iv) Management of schools ;
- (v) Education theory and education psychology ;
- (vi) Hindi or Punjabi.

(b) *Practical teaching*.—(i) Oral and practical work relating to language geography, agriculture and science.

(ii) Practice of teaching 30 lessons.

(iii) Crafts—to be selected one from the following :—

(1) *First Group*.—Wood work, clay work, book binding, weaving, poultry and painting.

(2) *Second Group*.—Making of bricks, soap, ink, printing of clothes, preliminary medical treatment and scouting etc.

(3) *Secondary training schools (under graduate)*.—High school and intermediate pass students are admitted in these schools. The number of such schools was 331 in the year 1960-61. The training period of such schools is one year in some States whereas it is 2 years in some other States. The successful students are conferred a certificate or diploma by the University or Education Department. The names of the certificates or diplomas are different in different States. The teachers trained in these institutions perform teaching work in middle schools. The following chart will give us a clear idea of the different names of certificates or diplomas awarded in different States and their training period :—

CERTIFICATES CONFERRED ON BY SOME STATES

Name of place	Training period	Name of certificate
Bombay	... 1 year	... T. D.
Bombay	... 1 „	... S. T. D.
Baroda	... 1 „	... T. D.
Gujrat	... 1 „	... T. D.
Karnataka	... 1 „	... T. D.
Poona	... 1 „	... T. D.
Nagpur	... 2 „	... Dip. T.
Sagar	... 2 „	... Dip. T.
Bihar	... 2 „	... C. T.
Madras	... 2 „	... T. S. L.
Mysore	... 1 „	... T. C.
Orissa	... 2 „	... C. T.
Uttar Pradesh	... 2 „	... J. T. C.
Calcutta	... 1 „	... L. T.

The curricula determined by the different States and by the different Universities for secondary training schools are also different but their outline or basis is generally the same. Ordinarily, the curriculum of these schools consist of the following subjects—

(a) *Theory*.—There are 4 papers—

(i) Education psychology.

(ii) Theory of Education.

(iii) School organisation and hygiene.

(iv) Teaching methods.

(b) *Teaching practice*.—During training period.

(4) *Training colleges (graduate)*.—Only graduates and post graduates are entitled to seek admission in these colleges. These training institutions are of two types—

(i) basic, and (ii) non-basic.

In 1962-63, the number of basic and non-basic colleges was 50 and 110 respectively. These institutions are run by Education Department of the States and Universities. In some States such as Uttar Pradesh, these institutions are run by Education Department as well as by the Universities.

The training period of these colleges is generally two years and the successful candidates are awarded B. T., B. Ed., L. T. or D. P. Ed.

The curriculum of basic colleges.—There is no uniformity in the curriculum of the basic schools in different States of the country. Consequently, it has been recommended to include the following subjects in order to bring about uniformity in the curriculum :—

(a) *Theory*.—There are 5 papers—

(i) Education philosophy and educational sociology.

(ii) Education psychology.

(iii) Educational administration and inspection or experimental education and method of educational research.

(iv) Basic methods of teaching.

(v) Education of handicraft—theory and practice.

(b) *Main basic crafts*.—To be chosen one from the following :—

(i) Agriculture and animal husbandary.

(ii) Weaving and spinning.

(iii) Wood work and metal work connected with it.

(c) *Auxilliary craft*.—To be selected one or more from the following :—

(i) Building of home.

(ii) Spinning (if it has not been taken as a main craft).

(iii) Gardening of vegetables (if agriculture has not been taken as a craft).

(iv) Tanning.

(v) Breeding of bee.

(vi) Clay pottery.

(d) *Practical work*.—Following works are compulsory for the teacher-students :—

(i) Preparing work schemes.

(ii) Preparing of attainment tests for some classes on some selected subject.

(iii) Organisation of individual and collective group tests.

(iv) Preparing or building of education lessons to be taught.

(v) Building or preparing of teaching method and equipments to be used in basic schools.

Curriculum of non-basic training colleges.—The curriculum of non-basic training colleges can be divided into the following two parts :—

(a) *Theory*.—There are 5 papers—

(i) Education theory.

(ii) Education psychology and statistics.

(iii) School organisation and Hygiene.

(iv) Teaching methods.

(v) History of education and problems of education.

(b) *Teaching practice*.—The teacher students have to teach prescribed number of lessons.

(3) **Training institutions for women teachers.**—Separate institutions have been established for the training of women teachers. The following chart will give us an idea of the training institutions existing in 1962-63 :—

WOMEN TRAINING INSTITUTIONS (1962-63)

Institutions	Number of Institutions	Number of women teachers
Basic College	65	8,335
Non-basic College	52	11,570
Basic School	167	35,791
Non-Basic School	62	5,894

After the year 1962-63, Training Institutions have greatly increased. At present there are about 500 training institutions and the number of women teachers has also proportionately increased. However, there is still great shortage of women teachers in rural areas.

(6) *Training centres for specialised.*—These training centres can be divided into the following categories :—

(i) *Physical Education.*—The training centres of Physical Education are of two types—(a) for the graduates and (b) for under-graduates. The training period in both type of institution is one year. The successful candidates are awarded diploma or certificate either by the State Education Department or by the Institution itself. There were 18 colleges and 46 schools imparting education to 840 and 4,100 men and women respectively in the whole country during the year 1962-63. On June 1957, the Central Government have established Laxmibi Physical Training College at Gwalior. The training period in this college is three years and the candidates who successfully complete their courses are awarded degree in Physical Education.

(ii) *Aesthetic education.*—There are a very few institutions imparting aesthetic education in the country. The more prominent of such institutions are mentioned below :—

(a) *Vishwa Bharti Shanki Niketan*—Music, dancing and painting.

- (b) Sir J. J. School of Arts, Bombay—Drawing.
- (c) Baroda University—Music and painting.
- (d) Arts Centre Adyar, Madras—Dancing.
- (e) Teacher's College of Music, Madras—Music.
- (f) Institute of Arts Education, Jamia Milla Islamia, Delhi—Arts and handicrafts.

(iii) *Home Science*.—Subject of Home Science is becoming popular day-by-day. Many women students of secondary schools take home science as one of their subjects and hence provision has been made for the training of teachers imparting education of Home science. The more important Training Institutions of Home Science are mentioned below :—

- (a) Lady Irwin College, Delhi.
- (b) Baroda University.
- (c) S. N. D. T. Women's University, Bombay.
- (d) Domestic Science Training College, Hyderabad.
- (e) Government College of Home Science for Women, Allahabad.

Problems and solution.—It has been remarked by S. N. Mukerji in his book, "Education in India Today and Tomorrow,"

"The present position in relation to teacher-education is by no means satisfactory, inspite of its rapid progress during recent years. Numerous problems have arisen with this development."

According to Sri K. C. Saiyadain, Like the other great arts through which mankind has built up its culture and intellectual heritage, the Art of Education also requires a life-long preparation And this process should be continuous, unbroken from their first day or work to the end of their teaching career. Colleges and the Universities have a part to play in it before the prospective teacher enters any professional institution. The training colleges have then to provide not only technical equipment but a proper orientation and outlook when the teacher emerges from there."

It is a matter of great regret that the colleges, universities and Training institutions are not fulfilling their full responsibilities. That is why, we find that there are many problems in the teacher-education of today. We will now attempt a brief discussion on different problems of teacher and their solution.

- ✓ (1) *Training not related to school work.*—It is one of the chief problems of teacher education that training imparted by the training colleges to the teachers is not related to school work. The conditions and circumstances prevailing in the training institution are such that the teachers find themselves unable to implement in practice the educational principles which they learn there. In the words of K. G. Saiyadain, "Their knowledge of theory and their school room practice remain confined in two water-tight compartments instead of mutually enriching and interpreting each other." After working for some time in school the teachers adopt the conventional an inspiration less teaching method and the whole knowledge of educational principles which is imported to them and is acquired with so much labour thus proves to be sheer wastage.

Solution : No diverse between theory and practice.—Whatever has been said above in regard to the training of teachers, cannot be denied, Sri K. G. Saiyadain has rightly remarked :

"The diverse of theory from practice is one of the most serious defects of the training colleges education and unless it is removed, its effectiveness will continue to be very questionable indeed".

Now the question arises as to why there is so much difference in practice and the theory and how this different should be removed. It is not much difficult to find out the reason. There are very few Training Colleges having some 'Demonstration school' connected with them. Consequently, the teacher-students are not able to determine the educational principles and method for their students. They do not get sufficient opportunity to test in practice the principles and methods of teaching which they have learned and consequently their teaching lacks practical experience.

Consequently, their ideas are not clear and they are unable to impart successful teaching in their schools. What is still worse is that generally their professors are not capable of having a clear conception of things because of the fact that this quality can be developed only when they have the opportunity of testing their principles in practice. Pointing out the solution of this problem, Sri K. G. Saiyadain has aptly remarked :

"Practice and theory must both be visualised as growing entities ; theory illuminating practice constantly modifying theory".

It is, therefore, very essential that an administration school fully equipped with all the necessary means should be attached

with each Training College which should be run on experimental basis. If the teacher student gets the opportunity of testing into practice the theories and principles of teaching learned in training colleges, they will be able to perform their work more successfully and efficiently.

- (2) *Undue emphasis on theory.*—Yet another defect of the prevalent Teacher's training is that undue emphasis is given on theory. The teacher-students have to study many subjects, some of them in quite detail also. This has been severely criticised. As a matter of fact, most of the subject of their study, in which they remain busy day and night do not prove to be helpful and beneficial in their real teaching work. They study those subjects simply to obtain diploma or degree. They as well as their professors are fully aware of this.

On the contrary, they are given very little time for practical work. During their training period, they teach nearly 50 lessons. As is well known, generally each teachers has to teach 6 or 7 hours every day. Thus, the teaching of 50 lessons is the work of only one week. In other words, we may say that during their training period they are allowed one week for teaching classes whereas they remain busy in study to theoretical subjects from July to April. This clearly shows their lack of practical experience.

Solution : Curtailment of theoretical courses.—The above mentioned problem can be solved only when the theoretical subjects are curtailed. The teacher-student should be taught only those subjects which may prove useful in their teaching life and may help them throughout life. This cannot be said to be a wise practice that they bid farewell to their books and the knowledge acquired after the completion of their examination. The curtailment of theoretical courses will automatically make available to them sufficient time for teaching works. It will be more desirable for to spend 3 to 4 hours every day during the whole of their teaching period so that they may become efficient in teaching profession.

- (3) *Neglect of human aspect.*—Yet another serious problem of teacher education is that their education neglect human aspect and more emphasis is given on technical aspect. During the training period so much emphasis is given on the methods and capacity of teaching that they do not get proper opportunity to apply their critical mind in solving the problems of education relating to its aim, purpose and values. They see the trees but are not able to see the forest where they are growing. They are not able to visualise that within a special social and cultural system of life, the educa-

tion is a social and cultural process. Because of the lack of foresight, they concentrate on small things and technical requirements and ignore relation of school with society and the burning problems.

This defect can be remedied only when we make up our mind to start revising the values of training centres. Sri K. G. Saiyadain has also expressed the same view.

“They have failed to visualised education as a social and cultural activity carried on within the pattern of a characteristic social and cultural life. The relation of the school to society and its living problems and issues have been obscured by concentrating short-rightedly on minor details and technical requirements”.

Solution : Revision in the values of training centres.—It has been unequivocally admitted that there is neglect of human aspect during the period of training of teachers but educational institutions do not consider themselves responsible for this. They content that so little time is given to them for training that they find themselves unable to devote to the human aspect. The argument may appear to be plausible on its face but, in fact, it is completely baseless. If we accept this excuse and retain the existing position in the training institution, it will mean that we believe in the wrong values and do not make any endeavour to reform it. In the words of Sri K. G. Saiyadain, “It is essential for the training colleges to revise their values and avoid the misfortune of the man in the cave who could see nothing of the fascinating vista around because his vision was bounded by the four walls of his prison. There is an adequate appreciation of the social and agricultural back-ground, which must be set-right.”

(4) *Unconditional environment.*—The environment in which the teacher-students study during their training period lacks freedom. In multi-purpose structure of the Training Institution there is much talk of new education and the movements such as freedom, initiative, leadership, community life, social inspiration etc. The teacher-students are expected to assimilate the sense of these ideas through their books and then implement the same in their schools. It is really a very astonishing feature for training colleges to expect this because they do not provide opportunity to the teacher-student to learn these things by doing. It is a better truth that the training institutions are thus completely incapable of implementing their favourite principle ‘learning by doing’. In the words of Sri K. G. Saiyadain, “It is impossible

to realise the full significance of any importance and pregnant conception like freedom of self-activity or co-operative work without an actual experience of working under conditions which they postulate."

Solution : Free environment.—In order to solve the above problem, it is necessary that the Training Institutions should be freed from the binding of strict rules and strict control on the life and activities of teacher-students. The Training Institution should be organised into such free and active communities, in which the teacher-students may work under those circumstances and inspirations which our country wants to establish in our institutions. If this is not done, the teacher-student coming out of training colleges will not be benefited. If they receive their training in unfree and uncondusive environment, they will continue the same defective process in which they have received their training. Beside this, they will continue to retain the wrong conception which they have developed during training period.

It is heartening to note that the work of organising the Basic Training Colleges into community centres has started and more freedom is being given a to the teacher-students of post-graduate training colleges. However, much remains yet to be done to give a real and effective form to this movement.

(5) *Selection of candidates for training.*—Selection of suitable candidates for training is also the main problem of teacher education. Some years ago when there was not a strong desire among the persons to become teachers, trained teachers were not more than their demand, the position was not as serious and difficult as it is today. There are two aspects of this problem—

- (a) the number of persons desirous of seeking demand in training colleges has unprecendently increased, and
- (b) there are not sufficient posts for all the trained teachers.

It is, therefore, necessary that only suitable persons should be selected for training in view of the welfare of the teacher as well as the teaching profession.

Solution : Some suggestions.—In order to solve the above mentioned problems, K. G. Saiyadain recommended the following :—

- (i) With the help of training colleges, Education Department of each State should ascertained atleast once in a 5 year through a survey as to how many men and women teachers will be required in the State and the

scheme of admitting the students in training colleges should be prepared on the basis of this possible demand.

- (ii) Short term courses should be organised for old and experienced teachers who on account of some reasons have not been able to take admission in training colleges. After receiving training, the professional skill and efficiency of these teachers will increase. They will rise in their profession and there will be security of their service.
- (iii) As regards the persons who wish to take admission in training colleges after completing their education in colleges or university, only suitable and promising persons who may become able and efficient teachers, should be selected.
- (iv) Better and more efficient means should be adopted to select new students for admission. The means should be such as may help to know the intellectual and moral qualities of the persons.
- (v) The persons desirous of entering into teaching profession should keep in mind that they should not enter into Training colleges after acquiring scattered and unconnected knowledge as different things, which may not in any way help them in their future profession.
- (vi) For the examination of degree, teaching science should be made an optional subject as is already prevalent in some universities.
- (6) *Difference between basic and non-basic courses.*—At present two types of training institutions are working in our country—basic and non basic. The curricula of both these courses are different. Basic system emphasises activity method, community life and practice. Its theoretical aspect is weak. On the contrary, the non-basic system emphasises theoretical knowledge and teaching method. The aspect of practice is only subsidiary in this system. Thus, there exists defects and weakness in both the systems.

Solution : Integration of basic and non-basic courses.—The basic and non-basic system should be integrated in such a way so that their defects may be removed and a new and efficient system may be evolved. Keeping this in mind, the All-India Conference of Training Colleges has suggested the following for integration of the said two systems :—

- (i) The theoretical part of the general training course should be minimised and the desired revision should be made in it.
- (ii) More importance should be given to practical work and it should be re-organised in such a way so as to impart training of community life, craft and co-related teaching.

Conclusion.—The problems of teacher education which we have discussed above clearly indicate that the work of teacher-education is not progressing properly in our country and its utility is also doubtful. However, these problems are not such as cannot be solved. The necessity is, however, this that the educationists of the country should compel the Government to remove the defects prevalent in the field of teacher education within the shortest possible time. If these defects are not removed in the near future, our dream of educational revival will not be converted into reality. The role of teacher is most important in educational revival and he can perform his role properly only when he is given proper and efficient training.

The educational system is a boon or a curse to a family, entirely depending on the attitude of the family.

Bahna

CHAPTER VIII

WOMEN-EDUCATION IN INDIA

Q. Discuss the progress of woman education in India, what are the hurdles in the progress of women education in India and how can they be removed?

Or

What are the chief problems of women education in India? Give your suggestions to solve these problems.

Introduction :—The women of any country have an important contribution in the progress of that country. It is the woman who are capable of building such children who may lead the country to the path of progress and prosperity. Educated woman makes the family and the society cultured. Manu has, therefore, rightly remarked that the Gods reside at the places where women are worshipped. By worship of women we do not mean the worship through conventional means, but we mean where women are respected, proper provision of education is made for them and they are given freedom equal to those of men in the society. The utmost expansion of women education is necessary for the achievement of all-sided development of India.

History of the development of women education :—1.

Ancient period :—In ancient India, education of women had made a great progress. Women not only studied the Vedic literature but famous women such as Maitraei, Gargi, Ghosha, Lopa Mudra etc. had themselves composed Vedic verses. Women of the ancient period had acquired great knowledge in different Shashtras and sometime they not only participated in the Shashtraths (learned discourses) equal to those of men but also acted as judges or mediators. According to Upanishads being confused with sharp questions of Gargi, Yagvalkya had requested her not to ask questions and Mandan Misra's wife Bharti, had acted as a mediator in the 'Shashtrarth' that took place between Mandan Misra and Shankeracharya.)

After the Vedic period, the education of women received encouragement during the Buddhist period also. Some scholars are

N

even of the view that it is the Budhists who have the credit of making the first organised effort in the field of women-education because they made proper provision of education for the Budhist female monks. But this condition of women education could not continue for a long time. After the decline of Budhism, when the revival of Hinduism started, women education received a major set-back because Shankeracharya, the leader of the movement of the Revival of Hinduism, was against the education of women.

2. **Medieval period.**—After the establishment of the rule of Muslims in India, pardha system became prevelant both among the muslims as well as in Hindus. The system of child-marriages also became very much prevelant among the Hindus. Hence, only the few girls acquired some knowledge in their early childhood and women were all together deprived of higher education. There was however, the provision of education of for the women of royal families and rich persons at their houses. There was no provision for the education of common girls and women. That is why, only a few famous women such as Razia Begum, Gulbadan, Noor Jehan, Jahan Ara, Zebunnisa, Muktabai, Jijabai, Ahilyabai etc. could acquire higher education and learning.

3. **East India Company and the British Rule.**—After the muslims, East India Company established its rule over India. Since the Company did not require educated women in its office, it showed a apathy and indifference towards education of women. The description of the primary schools made by Munro & Adams makes it obvious that there was provision of education of only boys in primary schools.

Only some individual efforts were made for expansion of women-education and first important endeavour was made in this connection in 1818 at Chinsura. But the school which was started at Chinsura had to be closed after sometime on account of certain reasons. However, there are evidences to show that in 1851, 371 girls schools were being run by Protestant Missionaries and total number of girls studying in this school was 11293. Nearly 2274 girls were also living in hostels.

Likewise some schools were also organised by Roman Chatholic Missionaries. Some Government and Non-Government educational institutions had also been established. Among such schools, a Gril's school started by Sri J. E. D. Behune, President of the Education Board of Bengal, in 1849, deserves special mention. He himself met the whole expenditure of this school. In Bombay, Deccan Education Society was also making vigorous efforts for the expansion of women education. Despite all these efforts, the Government was still indifferent and apathetic towards the education of women Bombay and Madras Universities did not allow women candidates

to appear at the entrance examination for a long time. This restriction continued till 1876, 1877 and 1883, in Madras Calcutta and Bombay respectively. It may also be mentioned here that Wood's Despatch of 1854 had also advised the Government to come forward to shoulder the responsibility of women education. But the Government did not do much in this field except establishing a few Girl's schools.

In 1858, the British Government took upon itself the direct responsibility of the administration of India. But in spite of this, the Government did not pay any attention towards the education of women in this country. Hunter Commission of 1888 did not make any important suggestion in regard to the education of women because neither did it recommend the Government patronage in the field of women education nor did it emphasise compulsory education of girls. Thus, the education of women could not make any significant progress till 1902 A. D. In 1902, there were only 12 colleges, 457 secondary schools and 5628 primary schools in which nearly 447470 girls were receiving education. However, the Indians realised the need and importance of the education of women and made some significant works in this connection. The establishment of Maharashtra Women Education Committee in 1883 at Bombay should be reckoned as a landmark in this connection. Important contributions were also made in the establishment of girls schools by Arya Samaj of Swami Dayanand in North and Western India, by Brahma Samaj in Bengal and by Professor Karve and Rambai in Bombay.

Lord Curzon, the Governor General, laid emphasis on the establishment of some ideal schools with a view to reform and improve the education of women at all the stages in accordance with the recommendations of the Government Resolution on Education Policy of 1913. This led to some progress of women education not only in the primary and secondary fields but also in the field of higher education. In 1904, Annie Beasant established Central Hindu Girls School at Banaras and Professor Karve established S. N. D. T. women's university at Poona. All India Women Education conference was organised in 1927 and demands were made for providing different types of education to women. Now the attitude of the public towards co-education has also softened. In 1937, there were nearly 33989 girls and women's schools in which nearly 2967598 girls and women were receiving education. However, it must be mentioned here that at that time the literacy of women was only 3 percent. Thereafter, a great progress was made in the field of higher education of women during the next 10 years because women had also started working in Government Departments and the attitude of the Indians in this connection had also undergone a significant change.

Because of this changed attitude the expansion of women education took place with great strides. In 1937, nearly 1486077 girls were receiving education at the primary stage. In 1947, this number increased to 1612263. Similarly, at the secondary stage there were 398 schools imparting education to 108660 girls in 1937. In 1947, the number of these schools and the girls increased to 725 and 232136 respectively. In 1937, there were only 32 colleges imparting education to 14435 girl students in the country. In 1947, the number of such colleges and the students receiving education in this increased to 59 and 24466 respectively.

4. Independent India.—After the independence of India in 1947, our leaders paid special attention towards the expansion of women education in the country. As compared to 16951 women schools imparting education to 3550503 students in the year 1947-48, there were 23088 educational institutions imparting education to 8248284 girls and women in the year 1954-55. Likewise the number of educational institutions and the students receiving education in them were nearly 24876 and 9188707 respectively. The total number of girls receiving education in 1961 increased to 1,42,59,844. Since then, the expansion of women education has been taking place with great strides. Government have also encouraged the education of women by declaring the equal rights of women in this field. Often it is seen that in the examinations women students achieve better success than men. In our Five Year Plans also, a special attention has been given towards the expansion of women education. We may, therefore rightly hope that in a near future women will come at par with men in the field of education.

Disparity between men and women education.—As discussed above, expansion of education has taken place with great strides after independence. Yet there is a great disparity between men and women in the field of education. In India the population of men and women is nearly equal but the number of educated men is several times than the number of educated women. We will now briefly discuss the obstacles that are confronting the expansion of women-education and the suggestions to overcome those obstacles :—




- (i) Social evils and out dated conventions.—Our country is beset with many social evils and superstitions. It is because of the lack of education that most of the Indians are still the victims of many social evils and old and out-dated conventions. There are still many Indians who are of the view that there is no need of educating the girls because ultimately they are to be married and have to go with their husbands to do domestic work thereafter. It is also contended that educated women become free and character less. Be-

Home Science should be made compulsory for girls and women and with a view to increase the utility of women education, spinning, weaving, embroidery in the secondary classes and painting, music, Home science, economics etc, should be included in the curriculum of higher education.

- (v) *Indifference of Government and defective educational administration.*—In fact our national Government have not been devoting their full attention towards the expansion of women education and as compared to the education of boys, less money is allotted for the education of girls and women. Besides this, the administration of women education is also defective because excepting a few States, in all other States the administration of women education is looked after by men. Proper and sufficient development of women education is not taking place because the administrators are not properly acquainted with the problems of women education and because sufficient money is not being expended on it. / In order to encourage women education, able and talented women should be appointed on high administrative posts ✓
- (vi) *Wastage.*—As compared to the boys, the rate of wastage is more in the field of women-educations. This is proving to be a great obstacle in the expansion of women education. Because of the uneducated guardians, social evils and out dated conventions, lack of money of facility etc., many girls student leave their studies in the middle. Many parents break the education of their daughters only after giving them education upto classes III or IV. This wrong attitude is causing great wastage in the field of women-education. In order to check this tremendous wastage, it is necessary to bring about a change in the attitude of the parents. *Solnt:* In order to change the attitude of the parents in the rural areas, village workers should be appointed who should try to bring about a change in their attitude by telling them the social and cultural importance of education.

Conclusion.—Our aim is to bring the women of this country at par with men in the field of education. Each man and woman of this country should become educated. A country where women-education is disregarded can never make progress. The western countries have achieved so much progress because there equal importance has been given to the education of women. Educated women should be given equal opportunities of employment with

men in Government as well as in non-government Institutions. Consequently, all the women of the country will be encouraged to receive higher education. Indian Constitution has granted equality to all men and women. Our aim should, therefore, be to build a society where there should not be any discrimination based on caste, religion or sex. The discrimination which was shown to women before independence on the basis of sex is still found in the country, though in a lesser degree. All signs of discrimination should be removed for ever and impetus should be given to the expansion of women education in the country so that they may come at par with men in a near future. The expansion of women education will lead to the disappearance of many superstitions that are still prevalent in Indian Society.



CHAPTER IX

WASTAGE AND STAGNATION

Q. What do you understand by the term 'wastage and stagnation'? How are the wastage and stagnation eating the very vitals of the tree of Indian education? How can they be removed?

Or

Define wastage and stagnation. What are the causes of wastage and stagnation at the various levels of education in India? How would you combat them?

Introduction.—The problems of wastage and stagnation at every stage of Indian education have become so difficult and complicated that it has been admitted that their solution is not possible in the near future. The Government of India have been taking active steps for the expansion of primary education; have been re-organising secondary education and have been making praise-worthy modifications in the curriculum of university education. But because of the existence of problems of wastage and stagnation desired success is not being achieved. We will now discuss the nature of these problems and will also try to suggest measures which can be taken to solve these problems.

Meaning and definition of wastage.—There is a definite term for the education at different stage. For example the term of primary education is 4 or 5 years, the term of secondary education is 6 years (for passing High School) and there is a term of 2 years for degree course. Any student who receives education at any stage is expected to complete his education within the prescribed period.

5

In practice we find that many students who joined the schools or colleges very enthusiastically, leave education after some time. Such type of students do not complete the study of their curriculum and consequently the time, money and energy expended on such students proves to be sheer wastage.

“The most popular use of the word ‘wastage’ in education means the wastage of time, effort and money after those student who do not successfully complete the course of study undertaken by them.”

While clarifying the meaning of the words ‘wastage’ Hartog Committee remarked the following :—

“By wastage we mean pre-mature withdrawal of children from schools at any stage before completion of the Primary Course.”

Meaning and Definition of ‘Stagnation’.—As stated earlier there is a definite term for the education of curriculum at every stage. The students at every stage of education are expected to pass the examinations after studying their whole curriculum but it has been found in general practice that many students are not able to pass the examination in one class or in more than one class within the rescribed period. In other words we may say that they do not pass every year in their class. Thus they stagnate in the same class whereas their other colleagues pass that class and study in the next class. This process has been called the process of stagnation. Thus by stagnation we mean the stay of students in a particular class for more than one year.

According to Johri and Pathak :—

“The most popular use of word ‘stagnation’ in education means the detention of a student in a class for more than a year on account of his unsatisfactory progress”.

According to the Report of the Hartog Committee :—

“By stagnation we mean the retention in a lower class of a child for the period of more than one year.”

Wastage and Stagnation : Two Aspects of waste. — 'Wastage' and 'Stagnation' can be referred as two aspects of waste. The wastage of time, money and energy is involved in case of those students who leave the study without completing their curriculum. But of time, money, and energy incurred on those students who are not able to pass the examination and thereby to not complete their curriculum within the prescribed period also prove to be wastage. The difference is only this that the wastage is in this case indirect rather than direct and hence it can be rightly said that 'stagnation' always involves wastage.

The real position is this that from lower class to the higher class, the number of students goes on lessening. There are mainly two reason for this decline in the number of the students-wastage and stagnation. Which of said two reasons is more powerful, has been clarified in the following words in the report of the Hartog Committee :—

"The diminution is mainly due to two causes, which we shall term 'wastage' and 'stagnation'. The figures taken by this do not indicate how far the excessive diminution in numbers from class to class is due to 'wastage' and how far it is due to 'stagnation,' but our enquiry show that by far the more important factor is 'wastage'.

Wastage and Stagnation in Primary Education. —It was the Hartog Committee which was for the first time pointed out the 'wastage' and 'stagnation' taking place in Primary Education

The meaning and definition of the words 'wastage' and 'stagnation' given by the Hartog Committee have already been mentioned earlier. It was pointed out by the Hartog Committee, "Primary Education is ineffective, unless it atleast produce literacy. On the average, no child who has not completed primary course of atleast 4 years will become permanently literate. The following chart will make clear the huge wastage and stagnation that took place in Primary and lower secondary Education in the year 1965.

STAGNATION INDICES FOR CLASSES I—VIII (1965)

Wastage and stagnation

157

Stagnation Index for Classes

State	Stagnation Index for Classes							
	I	II	III	IV	V	VI	VII	VIII
1. Andhra Pradesh.								
Boys	63.4	38.4	27.9	21.0	19.6	13.3	13.7	19.8
Girls	71.6	42.9	30.1	23.2	22.4	11.8	12.2	14.8
2. Madhya Pradesh.								
Boys	39.1	12.9	10.3	9.1	8.3	10.5	6.7	5.2
Girls	34.7	13.8	11.3	10.3	8.3	3.4	4.0	4.3
3. Maharashtra,								
Boys	39.3	25.5	22.7	25.7	21.1	15.8	12.5	11.3
Girls	52.5	35.8	33.3	38.5	23.5	17.2	12.6	7.6

Boys	...	53.2	36.6	27.2	26.4	15.0	12.5	12.6	...
Girls	...	65.1	39.9	27.1	19.0	12.4	13.1	15.6	...
8. Kerala.									
Boys	...	27.2	26.9	26.0	29.0	27.2	26.0	24.8	...
Girls	...	26.3	26.0	24.6	27.1	26.6	23.1	25.7	...
9. Orissa.									
Boys	...	43.1	33.3	33.7	30.0	15.4	29.3	21.5	12.3
Girls	...	40.0	38.8	27.5	21.2	15.8	43.3	34.4	16.2
Total :									
Boys	...	40.3	26.6	22.6	21.7	16.4	14.1	13.7	13.2
Girls	...	47.1	33.1	22.6	25.6	19.8	17.3	17.9	16.4

Wastage and Stagnation in Secondary Education.—The Hartog Committee also devoted its attention to the wastage and stagnation that was taking place in the secondary education. As in the case of primary education, the wastage and stagnation were eating the vitals of the secondary education also. The tremendous loss that is caused because of the problems of the 'wastage' and stagnation' will be further clear by seeing the results of High School and its equivalent examination in the following years :—

RESULTS OF HIGH SCHOOL AND ITS EQUIVALENT EXAMINATIONS

Session		Students appearing in the examinations	Students achieving success in the examination	Percentage of successful students
1955-56	...	920,026	429,494	46.7
1956-57	...	1,012,309	466,764	46.1
1957-58	...	1,079,966	521,552	48.3
1958-59	...	1,175,706	530,136	45.1
1959-60	...	1,349,165	572,198	42.4
1960-61	...	1,448,440	661,501	45.7

Wastage and Stagnation in University Education.—The problems of 'wastage' and 'stagnation' exist probably in a greater degree at the stage of University education. In this connection, the University Education Commission has remarked that great 'wastage' of public money is taking place every year but what is still more regrettable is the fact that there is same indifference, towards the serious loss of public money as there is for the wastage of time, money and energy of the students and their parents or guardians and their ambition and aspiration. The following chart will give us an idea of the huge amount of 'wastages' and stagnation' taking place at the stage of University Education :—

RESULTS OF DIFFERENT EXAMINATIONS

Examination	Students appearing at Examinations		Students achieving success		Percentage of success	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
Pre University	...	1,53,885	2,14,997	64,848	92,288	42.2
Inter (Arts)	...	2,36,146	2,01,340	87,615	80,754	37.1
Inter (Science)	...	96,188	84,370	41,526	34,977	43.2
B. A.	...	1,35,347	1,42,273	58,452	65,138	43.2
B. So.	...	50,506	61,666	22,397	27,814	44.2
M. A.	...	19,854	23,276	16,343	18,984	82.3
M. So.	...	5,010	6,304	3,971	4,737	79.3
Pre Professional	...	13,920	7,475	6,134	4,670	44.1
Professional subjects	...	83,843	93,417	53,354	60,163	60.5
						64.4

Cause of wastage and stagnation and Measures to Remove them

1. Faulty Administration.—Our educational system cannot be said to be completely free from any defects. There are very a few schools which can claim to be successful in making the mental, physical and moral development of the child. In most of the classes and colleges, the standard of teaching is low, there is lack of trained teachers, lack of Educational implements or aims is a special feature and there is a great lack of educational buildings built in healthy environment. In such a conditions neither the students are able to throw themselves heart and soul into the soered task of acquiring and learning of knowledge nor the teachers are able to do their teaching work with complete enthusiasm and skill. Secondly, both the teachers as well as the students are burdened with the task of receiving education and imparting education respectively and just pass their time.

The wastage and stagnation thus taking place has been admitted by the Government of India in the following words :—

“The educational institutions being ill-equipped, poorly housed and with dull and depressing environment unfortunately could not exercise effective counter acting influence.”

Solution : Reform in Administration.—In order to solve the problem of ‘wastage’ and ‘stagnation’, it has been rightly suggested that reforms in educational system should be made as quickly as possible. The teaching standard of the educational institutions should be raised ; teachers should be trained, necessary educational implements should be provided ; educational buildings should be built in healthy environment ; schools and colleges should be made more attractive and proper provision should be made for the entertainment and sports and games of the students. Unless the educational institutions are thus organised, schools will not become the real centres of education and consequently they will not be able to perform their work successfully and the work of expansion of education.

2. Vicious environmant.—Ordinarily the students have to pass their time in vicious environment in schools as well as out-side the schools. In each class there are a number of such boys whose habits and behaviour, method of conversion etc. are deplorable. Such type of students never sincerely aim to pass their classes every year and other students by coming into contact with them start ignoring their studies.

The environment outside the sohools and colleges, especially in the cities, has become very vicious, obscene songs played on loud-

speakers, exciting advertisements of films, dirty processions films etc. are proving great obstacles in the study of the students. If these conditions persists, it will not be astonishing if the problems of 'wastage' and 'stagnation' assume even more serious form and nature in a near future.

There are always some students who have a strong desire to devote themselves to the sacred task of receiving education, but they do not get proper opportunity to achieve their cherished ambition and aspiration. If they belong to backward areas, then they do not find the appropriate atmosphere conducive for studies in their family. In case they are the members of some poor family, then they have to do some part-time work in the morning or in the evening in order to help their family to meet even bare necessities of life.

Solution : Improvement in Environment.—It is necessary to change and improve the environment in which the students pass their times in the schools and out-side the schools. It cannot be denied that this task is not very simple. It can be solved only with the joint efforts of the Government, the people and the teachers. If the Government, the people and the teachers follow their respective duties sincerely, then the environment can be undoubtedly improved for good.

It is the sacred duty of the Government to inculcate the quality of social reform, sanitation, health and cooperation etc. in the parents and guardians of the students and should make provision for their general health, entertainment and adult education. The Government should by-law ban the playing on of obscene songs on loud-speakers, the exhibition of exciting advertisement of the films and the boys and girls to the age of 18 years should be prohibited to enter the cinema houses. The boys and girls to the age of 18 years should be allowed to see only those films which are specially produced for them and which will lead to their mental, moral, cultural and spiritual development. Lastly, it is the duty of the people to render every possible help with all sincerity in these works of the Government. So far as teachers are concerned they should perform their duties by building a healthy environment in the schools.

3. Ineffective method of teaching —The teaching methods which are prevalent in most of the educational institutions do not make the desired effects upon the students. Incompetent and untrained teachers, lack of proper aims and implements of teaching, lack of space, excessive number of students in classes etc. are some of the main defects of the present educational system. Because of excessive number of students in each class it is not possible to give special attention to the students of backward areas. Moreover, there

is also no provision for devoting special attention to the talented and promising students. Because of the existence of these defects in the present teaching methods, the method of teaching has become ineffective and consequently the prevalent teaching methods fails to create interest in the students towards their studies.

Solution : New and Psychological method of teaching.—In order to solve satisfactorily the problems of 'wastage' and 'stagnation' at different stages of education, it is necessary that new and psychological method of teaching should be adopted. Trained teachers, necessary aims and implements of education good educational buildings built in healthy environment etc. are necessary for improving the prevalent teaching methods. It may be made clear here that in a big country like India, it is not possible to make all these provisions within a short time. But if the Government and the Liberal hearted rich persons of the country throw themselves heart and soul into this sacred task, success can be achieved within a few years in this field.

4 Defective Curriculum.—Yet another cause of 'wastages' and 'stagnation' in education is the prevalence of defective curriculum. The present curriculum is rigid and one-track and it include a large number of subjects. The children of the cities as well as the villages have to study the same curriculum, no matter whether their interest is towards it or not. Besides this no endeavour has been made to make the curriculum interesting by including some handicrafts or other such subjects. Although active steps are being taken by the Government in this direction yet there are still many primary schools where there is no provision of the teaching of handicrafts. There are so many subjects in curriculum that it is not possible for the students to study all of them.

Solution : Reform in curriculum.—In order to solve the problem of 'wastage' and stagnation, reform in curriculum has become necessary and expedient. Any curriculum cannot be regarded as appropriate and suitable for an indefinite period. It is necessary to change it in accordance with the needs and circumstances on the basis of experiences and experiments. Consequently, the curriculum of the primary schools should be modified and if necessary completely recognised keeping in view the local environment and needs. Separate curricula should be prepared for the students of the rural and urban areas and subjects should be determined by keeping in mind the interest and needs of the boys and girls. Utmost endeavour should be to make the curriculum simple, interesting and practical and it should also include some handicrafts which should fulfil the local needs.

Defective Examination System.—Another cause which is responsible for wastage and stagnation in education is the defective

examination system. Nearly 50 percent of the students failed in different examinations every year. This large number of failure of students is because of the defective examination system. The works which students perform through-out the whole year in a class is not considered while giving them promotions or awarding marks to them. On the contrary, the students pass their class on the basis of annual examinations which encourage memorisation and cramming. Thus, the present system of evaluation needs to be urgently remedied.

Solution: Change in examination system.—The present system of examination is full of many defects and it should be changed and re-organised as soon as possible. The students should be awarded marks on the basis of works done by them in classes throughout the whole year and not on the basis of annual examination only. According to R. V. Parulekar. "Schools are established in order that children may be taught, not that they may be failed." This statement must be given serious consideration and efforts should be made to make the necessary provision so that the wastage caused by the large number of failure of students every year may be minimized as much as possible.

6. Pupil's ill health.—It has been observed that for several years the physical conditions of the students has been deteriorating. It is because of the lack of edible thing, lack of nourishing food and because of the increase of different diseases. In his book 'Mankind against, the killers', James Hemming has rightly remarked "India's strength is sapped by the constant ill health of her people. One quarter of all babies die before they are one year old and four out of every ten die before they are five. Half the babies never reach the age of ten. The above remark of James Hemmings makes clear the poor and miserable physical conditions of our students. Because of being weak and ill, a majority of Indian students is not able to devote properly to their studies and consequently, they are not able to complete their course within the prescribed period.

Solution : Improvement in pupils health.—The Government should pay a special attention towards the improvement in the health of the students. The children of to-day are the citizens of to-morrow. There is always the danger the start of Third world War and our country especially is confronted with two belligerent countries who continue to pose the threat of imminent war. In such a condition, the security and safety of Indian Democracy can be ensured by giving special attention to the health of its citizens.

Therefore, it is the responsibility of the Government to make proper provision of health and nourishing diet for all the students. In all the progressive countries, some or other type of provision is made for the nourishing diet for the students. Our Government should also give special attention to solve this problem.

20

7. Illiteracy of Guardians.—A survey made some time back in the State of Bombay revealed that 'wastage and stagnation' is comparatively more in the children of backward class. The main cause of this is that guardians of these children are mostly illiterates. Being themselves illiterates, they fail to understand the cultural and social importance of the education their children. Consequently, even if they admit their children in some schools, they take them out of those schools after sometime because from their point of view the time thus passed proves to be a wastage. What is true of the guardians of these backward classes, is also true of most of the Indian people because the majority of our population continues to be illiterate.

Solution: Education of guardians.—The guardians of children will understand the importance of education of their children only when they themselves are educated. In order to educate the illiterate guardians, night schools, adult schools and part time schools should be established. It is a matter of great pleasure that our Government have been taking active steps in this direction. Work in this direction was started in the First Five Year Plan. This scheme received further encouragement under the Second Five Year Plan and nearly 10 crores of rupees were spent for this purpose. This work received further impetus under the Third Five Year Plan and nearly 12 crores of rupees were spent for this purpose. It has been decided to give special encouragement to this work under the Fourth Five Year Plan and a sum of Rs. 64 crores has been decided to be spent for this purpose.

8. Financial handicaps.—The financial handicaps are also responsible for 'wastage and stagnation'. It is true that 60 percent of the wastage caused in Primary Education is because of the financial handicaps. The financial condition of the Indian people is so miserable that even if provision is made for free education of their children, they find themselves unable to meet other expenses connected with the education.

Besides this, they have always before them the question as to whether they should send their children to schools or to place where they may earn something to contribute to the meagre income of their parents. As is quite natural, they give preference to the latter idea because unless a person is able to make provision of his food and clothes, he cannot even think of education. The children also understand the financial handicaps of their parents and finding a suitable work they give up their education.

So far as the education of girls is concerned, they are taken out of the schools only after receiving the knowledge of alphabets etc. It is because of the fact that the guardians do not get in return

any financial help from the education of the girls. It is not proper to accuse the guardians for this a pathetic attitude towards the education of their daughters because the social and economic conditions in which they are living are rather more responsible for this.

Solution: Increase in individual income and control on price.—In order to check the 'wastage and stagnation' in education, it is necessary to improve the financial conditions of the guardians. Our Government are fully conscious of this gross situation and have been making every possible endeavour to improve the financial conditions of their people. The country is moving rapidly on the path of industrialisation and every possible effort is being made to increase the production of food-grains and other agricultural commodities. The efforts that have been made so far to improve the financial conditions of the people, have resulted in the increase in per capita income of the Indian people. In 1948-49 per capita income was 249.6 rupees. This income increased to Rs 317/ in the year 1964-65. However, because of certain natural calamities and emergency arising out of Pakistani aggression, the per capita income came down to 298.3 rupees in 1965-66. After meeting the said emergency the Government took more active steps to increase per capita income so as to improve the financial conditions of the people. It may be mentioned here that the Government have achieved partial success in their efforts but at the same time it cannot but be remarked that much remains yet to be achieved.

Undoubtedly, the increase in per capita income may solve much of the financial difficulties of the people but yet another serious thing which needs proper consideration is the question as to whether this increase will be sufficient keeping in view the constant soaring of prices of essential commodities. There has been as much as 100 percent increase in the price of many commodities. The experience of last few years clearly indicates that the economic conditions of the middle and low classes have deteriorated. Unless these problems are satisfactorily solved, it would be futile to hope that the problems of 'stagnation and wastage' in education will be solved in a near future.

9. Social Evils.—Yet another cause which is responsible for 'wastage and stagnation' in education is prevalence of many social evils in Indian society. Even in the modern period there are many social evils prevalent in different parts of the country. Co-education of girls and boys is still looked with suspicion. Consequently, if at one place there is no separate provision for the education of girls then they remain deprived of education and in case they are fortunate to get admission in some schools, then they are forced on account of certain circumstances to leave education after a few

years because of the prevalence of social evils of child marriages. Many girls and boys leave their studies at a pre-mature age. This and many other social evils are responsible to a great extent for the prevalent 'wastage and stagnation' that is taking place in the field of education at different stages. It may be mentioned here that the percentage of wastage and stagnation is more among the middle and lower classes of Hindus and much more among the common Muslims.

Solution : some suggestions.—As pointed out earlier, the social evils of our society are also responsible for the tremendous 'wastage and stagnation' in the field of education. It has been rightly remarked "the Socio Economic Structure of the Country in which the child labour had a place was another contributory factor."

This evil cannot be remedied only by abolishing child labour because in our society the roots of feeling of opposition of co-education, child marriages have gone so deep that unless they are rooted out completely, it is not possible to check the 'wastage and stagnation' in education in a near future.

There can be only two ways to solve the prevalent feelings and view-points against education of society. Either the society should be completely changed through revolution or the defects of the society should be removed slowly and gradually. The second way seems to be more practical and proper but its responsibility lies upon the shoulder of young men and women of the country. If they throw themselves heart and soul into this work, they can bring about a new consciousness among the people and thus they can usher in a new area of science and technology in the country.

CHAPTER X

ORGANISATION AND PLANNING OF EDUCATION IN INDIA

Q. Discuss in full, the organisation of education in India at various levels.

Or

Account for the organisation of primary, secondary, higher, vocational and technical education in India. What are difficulties experienced in this directions and how can they be overcome ?

Introduction.—The problem of organisation and planning of education in India is very serious and complicated. Divergent views have been expressed by different scholars in this connection. The constant and rapid increase in the number of students has increased the seriousness of this problem. In ancient period when the number of students was not much, and the expansion of education had not taken place so much, the problems of organisation and planning of education were not difficult and complicated. But, because of the change in time and circumstances, many changes have taken place in the field of organisation and planning of education. In the ancient period education was divided only into two parts.—(i) Education of lower stage (ii) education of higher stage. There was no serious problem in the field of planning because the relations between the teacher and the pupils were very close. Whenever any attempt was to be made for the expansion of education, new schools were opened. In the modern period this problem has assumed serious proportion. In the present period separate schools have been established for different types of education and endeavour has been made to provide education in a well organised way and to establish harmony among different types of education.

Form of Educational organisation.—Divergent views have been expressed by different scholars in regard to the form of Educational organisation in Independent India. Radhakrishnan Commission which was appointed after independence considered this aspect of education and made some important suggestions. The Secondary

Education Commission (Mudaliar Commission) also considered in detail the organisation of Secondary Education and made very important suggestions to improve and reform it. The Kothari Commission considered in detail the organisation of education at different stage and has made important recommendation in this respect. According to the Kothari Commission the period of general education should be 10 years 4 years of primary education, 3 years lower secondary education and 3 years of higher secondary general education. Before the start of general education from one to three years of pre-primary education should also be imparted to the children. The period of higher secondary education should be 2 years and thereafter the degree course should of 3 years. It is also been recommended by the Commission that at the secondary stage and thereafter provision should be made of the professional education.

The organisation of education in India can be ordinarily divided into the following parts :—

- (i) Pre-primary education
- (ii) Primary education ;
- (iii) Early secondary education ;
- (iv) Secondary and higher secondary education ;
- (v) Higher or university education.

(i) *Pre-primary education*—**Different types of schools and their organisation.**—Pre-primary education is organised for the children of the age group of 2½ years to 6 years. There are following types of pre-primary schools in India :—

- (a) Nursery schools
- (b) Kindergarten schools
- (c) Montessorie schools
- (d) Pre-basic schools
- (e) Schools for the poor
- (f) Schools of unitary education and
- (g) Child centres.

The number of Nursery Schools is very less in India. Most of the Kindergarten schools are run by Missionary Institutions and mostly the children of rich people receive education there. Common people are not able to send their children in such schools. The provision of Montessorie schools has been made by Government and some social workers. For several years the number of Montessorie Schools is increasing day by day. The number of Pre-basic

schools is also very less. Some schools have also been opened for the education of poor children. There are very few schools of Unitary education and the number of such schools is decreasing day by day although even today many schools of this type are found in villages. Child Centres are also making useful contribution in the field of primary education.

Keeping in view the requirements of the country, the number of Pre-Primary schools is still very less in India. At present in the country, 17% of the Pre-Primary schools are run by Churches or Missionaries, 11% by the Government, 5% by Local Bodies and 6% by Private Organisations. It is clear from this that majority of Pre-Primary schools are run by Private organisations. It is a matter of great regret that many private individuals run these schools for the sake of earning money and consequently proper provision for the Pre-Primary education is not made in such schools. The Government of India have established three prominent institutions for the expansion of Pre-Primary education and to provide different types of assistance in this connection. The following are the said three prominent institutions :—

- (i) Central Institute of Education. Delhi.
- (ii) Indian Council of Child Welfare.
- (iii) Central Social Welfare Board.

2. Position of Uttar Pradesh.—There was no proper provision of pre-primary education in Uttar Pradesh before 1947. There were some child centres in some big factories where women worked but neither the Government recognised them nor granted any financial help to them. After the independence, special attention was given by the State Governments in the field of Pre-Primary education. In 1949, the Primary Teachers Training School was established in Allahabad which was later on converted into Nursery training College. Expansion of Pre-Primary education has been included under the 5th Five Year Plan. At present the number of child schools is nearly 150. Besides this, child classes have been added with many junior High Schools and Secondary Schools. At present the number of child students has swelled to more than 25,000.

3. Curriculum and teaching of Pre-Primary Education. The importance of Pre-Primary education is not only to impart the education of different subjects to the children but to create interest in them towards education and to make their complete development according to their nature. Although language, mathematics, geography, history, civics, arts, hand-crafts, natural science, music etc. have been included in the curriculum of Pre-Primary class yet emphasises is given on the training of the senses according to the

interests and desires of the children. Provision is also made to pay attention to their physical development, sports and games, exercises, sanitation etc.

PRIMARY EDUCATION

1. Organisation of different types of schools.—According to Article 45 of the Constitution of India “The State shall endeavour to provide within a period of 10 years from the commencing of this Constitution for the free and compulsory education for all children until they complete the age of 14 years.” According to this Article, this work should have been completed by the State by the year 1960. But this objective could not be achieved because of economic and administrative difficulties. However, endeavour has been made to expand primary education by opening different types of schools. From the point of view of organisation there are following types of primary schools :—

- (i) Schools organised by District Boards.
- (ii) Schools organised by Municipal Boards.
- (iii) Schools organised by Notified and Town Areas.
- (iv) Schools organised by Cantonment Boards.
- (v) Schools organised by Religious Institutions.
- (vi) Schools organised by Gaon Sabhas.
- (vii) Schools organised by Private Individuals.
- (viii) Schools organised by Collective Organisations.

Missionary Institutions have also contributed much in the expansion of primary education. District Boards have also performed praise-worthy work for the expansion of primary education. The Government give grant-in-aid to different types of schools to give impetus to the expansion of primary education.

2. Position of Uttar Pradesh.—At present the number of primary schools in Uttar Pradesh is more than 32 thousands and nearly 30 lakh students are receiving education in these schools. The number of primary schools was only 10,000 in the year 1947. Thus, we see that a tremendous progress has been made in the field of expansion of primary education. The Government propose to increase the number of primary schools by 16% and to build 10,000 school building in a near future.

3. Curriculum of primary education.—The curriculum of the boys and girls receiving education at the primary stage includes the following subjects :

- (i) Hindi.
- (ii) Mathematics.

- (iii) General Science.
- (iv) Sociology.
- (v) Agriculture and
- (vi) Crafts.

4. Primary education and Central Government.—The responsibility of primary education is mainly on the State Governments and each Government manages and organises this type of education within its jurisdiction. However, in order to advise the State Governments in this connection, the Central Government have established the following two institutions :

- (i) Central Advisory Board of Education and
- (ii) All India Council of Elementary Education.

The Central Advisory Board of Education renders advice in the field of education at all the stages. The All India Council of Elementary Education advises the State Governments in the field of primary education. To prepare the scheme of the subjects etc. of the primary education, to conduct research, to give grant-in-aid for the expansion of primary education and to conduct surveys etc. are the general functions of this Council. This Council consists of 23 members. The Central Government have formulated the following schemes connected with the primary education :

- (i) All India Education and Investigation ;
- (ii) Ideal advertisement for compulsory primary education ;
- (iii) To resolve the problem of un-employment of the teachers ;
- (iv) Extension of the facilities of training of the teacher of the primary schools.
- (v) Expansion of primary education of girls.
- (vi) To present future schemes in the form of experiment for the universal primary education in rural areas.

5. Difficulties in the organisation of the primary education.—There are many difficulties in regard to the organisation of primary education and because of these difficulties we have not able to achieve the objectives prescribed under the Constitution. The economic condition of Indian citizen is so bad that many of them find themselves completely unable to spend any money for the education of their children. The teachers get so scanty salaries that they are not able to take proper interest in their works. The teachers

have been subjected to the system of double control. The groupism and party politics have increased so much so that the objective of expansion of education has been completely forgotten. It is, therefore, necessary that the Central as well as the State Governments should devote their proper attention towards the expansion of primary education and if possible the primary education should be nationalised.

Organisation of Secondary Education.—According to Mudaliar Commission, Secondary Education should be for the boys and girls from 11 years to 17 years of age. The Mudaliar Commission has divided whole system of secondary education into two parts: (i) 3 years of junior secondary education and (ii) 4 years of higher secondary education. It has also been recommended by the Commission that Intermediate classes should be abolished and 11th class should be joined with the High School and the 12th class should be made a part of the degree course of the university.

Kothari has also divided the secondary education into two parts :

- (i) secondary and
- (ii) higher secondary. According to the Commission, the period of secondary education should be 3 years and the period of higher secondary education should be of 2 years.

We will not discuss the organisation of secondary education under the following headings :

- (i) *Two forms of secondary education.*—At present two forms of secondary education are found in India. In some provinces classes from 6th to 12th have been included under the secondary education, but in some other provinces classes from 6 to 11 have been included under the Secondary Education. In the provinces where 12th class has not been included under the secondary education and it has been joined with the degree course, the term of which has been extended to 3 years.
- (ii) *Lower secondary education.*—The lower secondary education starts after the completion of the primary education. In Uttar Pradesh, its term has been fixed for 3 years. This type of education is imparted in Junior High Schools or Senior Basic Schools. The lower secondary education includes classes from 6th to 8th. The boys and girls of nearly 11 or 12 years receive this type of education which is also called the education of junior High Schools. There are 3 types of schools for impart-

ing lower secondary education. The first types of schools are such which impart primary and lower secondary education. The second types of schools are those which impart only lower secondary education. In other words, such schools make provision of education from classes 6th to 8th. They are called Junior High Schools. The third category of schools are such where secondary education are also imparted along with the lower secondary education.

As pointed out earlier, the lower secondary education continues upto class 8th and it includes the following subjects :

- (i) National language.
- (ii) Mathematics.
- (iii) General science.
- (iv) Social sciences.
- (v) Hygiene.
- (vi) Crafts.

In some province, English is a compulsory subject in the lower secondary stage. But in most of the provinces it has been made an optional subject. Some modern language, and English language, music, commerce, arts etc. have also been included as optional subjects along with the above mentioned subjects. Provision has also been made for the education of Home Science to the girls and the schools themselves conduct the examination of 6th and 7th classes. There are two types of systems for the examination of class VIII. In some schools the students have to pass class VIII by appearing at the departmental examinations whereas in other schools the students pass class VIII in their own schools.

3. Secondary and higher secondary education.—There are different types of schools which impart education of secondary and higher education. There are some schools which make provision of the education of only class IX and X. On the other hand there are some schools which provide the teaching of IX to XII classes. Previously the number of schools providing teaching upto class X was very much in Uttar Pradesh. But endeavour has been made to expand such schools imparting teaching upto class XII. In some States the term of secondary education is only 3 years or in other words the students in such provinces receive the secondary education in classes IX, X and XI only for class XII has been joined with the Degree Course of the university. This system has not been enforced in Uttar Pradesh. For the organisation and conducting of examination of secondary education, separate Boards have been established in different States.

There is diversification in the curriculum of secondary education. The Secondary Education Commission or Mudaliar Commission recommended the following subjects in the curriculum of high or higher secondary schools ;—

- (A) (i) Mother tongue or Regional language or a mixed curriculum of mother language and one classical language.
- (ii) One language to be selected from among the following :
 - (a) Hindi (if mother tongue is not Hindi).
 - (b) Elementary English (for those who have not studied English at the secondary stage).
 - (c) Advance English (for those who have studied English previously).
 - (d) One Indian language besides Hindi.
 - (e) One modern foreign language besides English.
 - (f) One classical language.
- (B) (i) General curriculum of social sciences (for only first two years).
- (ii) General curriculum of general science along with mathematics (for only first two years).
- (C) One craft to be selected from among the following :—
 - (i) Spinning or weaving.
 - (ii) Wood works.
 - (iii) Metal Works.
 - (iv) Gardening.
 - (v) Tailoring.
 - (vi) Printing.
 - (vii) Workshop.
 - (viii) Craft of making models.
 - (ix) Sewing and Embroidery.

The age of the students of Junior High and Higher Secondary Education is generally between 13 to 18 years. The curriculum of education has been divided into following 6 groups :—

- (i) Arts.
- (ii) Science.
- (iii) Commerce.
- (iv) Constructive.
- (v) Artistict.
- (vi) Agricultural.

Besides the compulsory subjects, each student has to select one particular group from among the above mentioned groups, the curriculum of Engineering has also been provided separately.

4. Secondary Education and Central Government.—The Central Government is not directly responsible for the secondary education because under the Constitution education is a State subject. However, the Central Government helps the State Governments in the organisation and planning of secondary education. The secondary schools of Union territories are organised and administered directly by the Central Government. Besides this in order to render help and to conduct researches in the field of secondary education, the Union Education Ministry of the Central Government has established following institutions :—

- (i) Central Advisory Board of Education.
- (ii) Directorate of Extension Programmes for Secondary Education.
- (iii) Central Advisory Board of Physical Education.
- (iv) National Board for Visual Education.
- (v) All India Council for Secondary Education.

Besides this, the Central Government also appoints different committees and commissions from time to time in order to improve the organisation and planning of secondary education. The Central Government have also established some new institutions such as Laxmibai College for Physical Education, Gwalior and Central Institute of English, Hyderabad. Moreover, the Government have also formulated the National Discipline Scheme for discipline and expansion of national feelings in the secondary educational institutions. This scheme is organised by the Central Government and has been enforced in different States

5. Difficulties in the organisation of secondary education. Many difficulties have been experienced in the field of the organisation of secondary education. The constant increase in the number of the students is posing a formidable problem and consequently the number of schools are proportionately less keeping in view the growth of the students. The number of able teachers is also not increasing proportionately to the increase of the number of students and hence it has become very difficult to make proper provision of the teaching arrangement. The Managing Committees who organised schools are acting so willfully that they are causing more harm than good of the students. The Managers of the schools have made the schools as a source of their income. The teachers are given so scanty and meagre salaries that they are not able to

perform teaching works properly skillfully. They are always worried because of money which decreases their efficiency in performing their teaching works. The shortage of money is also responsible for the lack of proper buildings and means and materials of teaching, and consequently, the schools are not able to conduct their works properly. There is so much poverty in the country that many parents are unable to give education to their children. The Mudaliar Commission and Kothari Commission have made very important suggestions for solving these difficulties for the organisation of secondary education.

If the suggestions of these Commissions are properly implemented, many of the difficulties of the organisation of secondary education can be satisfactorily solved.

Higher or University Education.—For the sake of our convenience we can study higher or university education under the following headings :—

- (1) *Term of Education.*—In India there is no uniformity in higher or university education also. In some universities the degree course is of 3 years whereas in other universities it is of only 2 years. In many universities of Uttar Pradesh, the degree courses is of 2 years. After passing the Intermediate Examination the students study a 2 years course to obtain the degree of B. A., B. Sc., B. Com. On the other hand in universities such as Delhi, the degree course is of 3 years. In such universities XII class has been joined with the degree course of the university and Intermediate classes have been abolished by joining XI class with the secondary schools. The student is admitted in the university after the completion of secondary education and, he obtain the degree for graduation course after completing the course of 3 years. Radhakrishnan Commission, the first Commission which was appointed after independents to enquire into university education and make necessary recommendations to improve and reform it, recommended 3 years degree course in all the universities slowly and gradually most of the universities have been introducing 3 years degree course.

The term of Post-Graduation Course in each university is 2 years. All students can be admitted to Post-Graduate Course only after having obtained the degree for graduation course. However, if a student has passed the Honours course then he can obtain the degree for Post Graduation course after completing his course

successfully within one year only. Any student can join LL.B. course after having obtained a university degree. In some universities, the LL.B. course is of 2 years whereas in other universities it is of 3 years. Endeavour is being made to introduce 3 years LL.B. course in almost all the universities. After having obtained the LL.B. degree, the LL.M. degree can be obtained by any student after successful completion of 2 years course.

(I) *Kind of Universities.*—In India autonomy has been given to the universities. The Government do not interfere in their activities and works. At present there are more than 70 universities in whole of India. There are following 3 types of universities :—

- (i) Affiliated Universities.
- (ii) Unitary or Residential Universities.
- (iii) Federal Universities.

(i) *Affiliated Universities.*—The jurisdiction of these universities is very vast and the colleges affiliated to it spread far and wide. The universities formulate the rules of affiliation and on this basis the colleges are affiliated to it. The universities inspect and supervise the colleges affiliated to it. The affiliated colleges have to follow and observe the rules of the universities and their curriculum is also determined by the universities. The universities possess the power to affiliate or recognise any college within its jurisdiction. The Universities of Agra, Meerut, Kanpur, Calcutta, Bihar, Andhra, Gorakhpur, Gauhati, Gujrat, Madras, Nagpur, Osmania, Punjab, Rajasthan, Poona and Sagar etc., are affiliated universities.

(ii) *Unitary or Residential Universities.*—The jurisdiction of the Unitary university is limited to only one centre. They are called Residential Universities. This type of universities themselves organise the whole teaching work. They themselves organised teaching, administration and management. The universities of Lucknow, Patna, Allahabad, Aligarh, Banaras, Baroda, Jadavpur, Vishwabharti etc., are the Unitary, or Residential Universities of the country.

(iii) *Federal Universities.*—The Federal Universities are those universities whose jurisdiction is limited to one centre or place but some colleges are also affiliated to them. Each college takes part in the administ-

ration of the university and has to surrender some of its freedom and autonomy to the university. All the colleges mutually cooperate with each other under the direction and supervision of the university. Bombay and Jabalpur etc., are such type of universities.

From the point of view of administration, there are two types of universities. Some universities are central universities and the rest of them are autonomous universities having no control of the Central Government. Aligarh, Banaras etc., are the universities which are under the control of Central Government.

3. Forms of affiliated colleges.—The colleges which are affiliated to the universities are of two types—Government and non-Government. The Government colleges are directly administered by the Government whereas there are Managing Committees for the administration of the Non-Government colleges. The Government exercise some control over these Managing Committees.

Keeping in view the rapid growth in the number of the students in the modern period, some colleges have been affiliated with the unitary or residential universities also. For example many colleges such as Lucknow Christian College, Shia College, Kanya Kubja College and Mahila Degree College etc., have been affiliated to the Lucknow University. But the university exercises full control over these affiliated colleges. These colleges have no freedom in respect of examination etc., and they have to carry on their whole works in accordance with the direction and instructions of the university.

The affiliated colleges are also of two types. In some affiliated colleges, teaching is imparted only for graduation course whereas some universities have certain affiliated colleges which impart teaching of Post Graduate Courses also.

4. Position of Uttar Pradesh.—At present there are 11 universities imparting higher education or university education in the State of Uttar Pradesh. The names of these universities are:—

Lucknow University, Kanpur University ; Agra University ; Allahabad University ; Gorakhpur University ; Banaras Hindu University ; Meerut University ; Aligarh University ; Varanasi Sanskrit University, Agricultural University, Pantnagar (Nainital) and Roorkee University. The Agricultural University Pantnagar and Roorkee University are under the control of State Government and Banaras Hindu University and Aligarh Muslim University are organised by the Central Government. The rest of the universities are autonomous institutions.

5. Curriculum of universities.—As pointed out earlier, in some universities, there is a course of 4 years for obtaining post graduate degree whereas in other universities this course has been extended to 5 years. The four years course is still prevalent in the universities of Lucknow, Allahabad, Agra, Gorakhpur etc., whereas there is 5 years course in the universities of Delhi, Punjab, Bihar etc. After the completion of the Post Graduation course, each university has the courses of Ph. D., D. Sc. D. Lit., etc.

5. Difficulties in the organisation of higher education.—Many difficulties are being experienced in the organisation of higher education in India. Due to the shortage of money, the teachers are not paid sufficient salaries and the teachers teaching in different universities endeavour to supplement their income through different means instead of devoting themselves to Research work. There is also a great lack of proper buildings for the educational institutions. In many educational institutions, proper and necessary scientific things are not available in sufficient quantities. Slowly and gradually, interference in the working of the universities is increasing and the freedom and autonomy of the universities are being usurped. The number of the students is increasing so much so that it has become a very difficult problem to get admission in different classes. Radhakrishnan Commission has recommended that university education should be organised in such a way so that it may be able to prepare citizens in accordance with the democratic system of our country. It is rather unfortunate that indiscipline in the university students has so much increased that different universities have been constantly endeavouring to solve this problem and they are not able to devote their proper attention towards organisation. It is necessary that different difficulties connected with the organisation should be definitely clarified and efforts should be made to solve them one by one. The suggestion made by the Kothari Commission in this connection should be implemented with immediate effect. The teachers at the secondary as well as higher stages should be paid the scales and salaries and other facilities as recommended by the Kothari Commission. Unless and until the teachers are properly satisfied, it would be futile to hope for a substantial reform and improvement in the university education.

Organisation of Vocational Education—We have discussed above the organisation relating to the general education. Besides general education, efforts have also been made to improve and reform the organisation of vocational education. We will now briefly discuss the organisation of some prominent vocations:—

Education of Law.—When the British established their rule in India, they were not acquainted with the customs and convention of Indian. Consequently, many difficulties and inconveniences

were being felt by them while deciding different cases. Consequently, education of law was started to be given in Sanskrit College of Banaras and Madras so that the students after having received the knowledge of law might help the British in deciding different cases. Later on, special provision of the education of law was made in Calcutta, Madras and Punjab. Since the persons engaged in this profession earned a lot of income, Many students started receiving the education of law for earning their livelihood through this profession. Slowly and gradually the number of students increased and at present the position is this that the number of law graduates has increased so much so that many of them have to adopt other professions.

For reforming the education of law, Radhakrishnan Commission made the following recommendations :—

- (i) Law colleges should be reorganised.
- (ii) Time of the law classes should be pre-determined.
- (iii) The teachers of law should be connected with the Universities.
- (iv) There should be a definite curriculum of the education of law.
- (v) Examination system should be made effective.

Provision has been made for imparting the education of law in different universities. A student can be admitted to LL. B. class only after having obtained a degree from university. Previously the course of LL. B. was fixed for a period of 2 years but recently it has been extended to 3 years. Separate departments have been established in different educational institutions for imparting the education of law.

2. Medical education.—Provision of imparting medical education was made for the first time in Bengal, Bombay and Madras. Medical Education was imparted at these places both through the Indian and the British methods. Slowly and gradually provision was made for imparting medical education at other places also.

In 1933, according to Medical Council Act, a council was established which had following two functions :—

- (i) To bring about uniformity in the curriculum of medical education being imparted by the Universities in India.
- (ii) To procure the recognition for the degrees of Doctors by the universities of other countries.

In 1948, Radhakrishnan Commission made the following recommendations in regard to the medical education :—

- (i) With a view to raise the standard of education, each medical college should admit not more than 100 students.
- (ii) Provision should be made for imparting medical education in rural areas. The study of Indian Medical Science should be made compulsory.
- (iii) The teaching method of medical education should be reformed.
- (iv) It is necessary to give special attention to the education of nursing.

The course of M. B. B. S. has been fixed for 5 years, and there are many medical colleges in the country which are conducting M. B. B. S. courses. These medical colleges are affiliated with some or the other university. There are also separate institutions for the training of the nurses. There is also the provision of giving stipends and scholarships to the nurses during their training period. Medical education has made a great progress after independence. In spite of tremendous progress that has been achieved in this field, it cannot be denied that there is still a great shortage of doctors in rural areas and hence much remains yet to be achieved in this field.

3. Education of Engineering.—Following Engineering Colleges were established in India in pre-independence period :—

- (i) Survey School, Madras (1793).
- (ii) Thomson Engineering College, Roorkee (1847).
- (iii) Engineering College, Poona (1854).
- (iv) Engineering College, Bengal.
- (v) Engineering College, University of Banaras (1917).
- (vi) Engineering College, Karachi.
- (vii) Engineering College, Lahore.
- (viii) Engineering College, Patna.

After independence, the Government of India have paid a special attention towards the education of Engineering. Government have been endeavouring to open a Engineering College or Technical Institution in each big industrial city. Besides this, many research institutions have also been established in order to conduct researches on different problems of Engineering and Technology. The degree of engineering is awarded to a student who has successfully completed the course of 5 years. The period of Diploma course in engineering is generally 2 years but in some

States it is awarded after successful completion of 3 years-course. Kothari Commission has made the following recommendations in regard to Engineering Education :—

- (i) The institutions connected with the education of engineers whose standard has declined, should be reformed and they should be converted into the institutions for the training of different crafts. If their condition has declined beyond repair they should be closed.
- (ii) For the education of some branches of engineering such as Electronics and instrumentation, only able and experience students who have completed B. Sc. course should be selected and their curriculum should be properly modified.
- (iii) The students of degree course should be given practical training in the 3rd year.
- (iv) Special emphasis should be given to the production work in Workshop practice.
- (v) The curricula of degree and diploma stages should be determined keeping in view the changes need and requirements of time and circumstances.
- (iv) Subjects of study should be modified according to the advice of the Expert Committees and their complications should be removed.
- (vii) The subjects of Medical Technology Aeronautics and Astronautics should be developed.
- (viii) Summer Institutes should be organised in extensively for the teachers.
- (ix) The teachers of science and technology departments in Engineering Colleges should be given equal salaries which are given to the teachers of other Departments.
- (x) In order to make the teaching profession attractive, proper scales of salaries should be enforced and encouragement should be provided so as to ensure that able engineers may do research work along with their education.
- (xi) The system of frequent changes and transfers of teachers in the Government Engineering Colleges should be stopped.
- xii) In technical institutions, the programmes of training and education should be organised on an extensive basis for graduates and post-graduate students.

- (xiii) Out of date and obsolete subjects should not find place in the curriculum of post-graduate courses. The students admitted at the post graduate should have industrial experience of atleast one year.
- (xiv) Provision and organisation of special subjects at the higher stage should be made on the national level.
- (xv) The system of admitting students in Engineering Colleges by taking money should be completely abolished.

If the above mentioned suggestions are properly implemented, the organisation of engineering education can be reformed and improved to a great extent.

4. Education of agriculture.—Although India has been mainly an agricultural country since from the very ancient period yet the begining of the education of agriculture took place in the end of 19th century when schools and colleges for the education of agriculture were opened at Kanpur, Poona, Shivpur, Calcutta, Nagpur, Saidapur. Since that time, the education of agriculture has been making slow but steady progress. At present there is no province in the country where there is at least not one or more agricultural colleges. After independence the Central Government paid a special attention towards the establishment of agricultural colleges. At present, in almost all the provinces there is provision of education of agriculture at the primary, secondary and university stage. At present nearly 20 agricultural colleges are imparting the education of agriculture to Indian and Foreign students.

Provision of education of agriculture in Uttar Pradesh.—Agriculture has been included as a subject in the curriculum of secondary education in Uttar Pradesh. At present more than three thousand schools are imparting the education of agriculture in the province of Uttar Pradesh. Agriculture College of Kanpur, Balwant Rajput College of Agra and Agricultural Institute of Banaras and Allahabad are some of the prominent institutions which are doing commendable work in imparting the education of agriculture. Besides this, some years back Agriculture Farm, Pantnagar (Naini Tal) which is one of the biggest Farms in East Asia has been established and where agricultural researches and best type of agriculture education are being imparted in the Agriculture University, Pantnagar.

5. Training of teachers.—After independence many institutions imparting training to the teachers have also been organised. In 1947, 3 types of training institutions were prevalent in this field :—

- (i) Normal schools.
- (ii) Secondary schools.

(iii) Training schools.

But the number of these schools was insufficient. In independent India, endeavour has been made not only to increase the number of training institutions but also to reform and improve the organisation of the education of these institutions

1. Different Commissions have expressed their views in regard to the training of the teachers in the Independent India. The University Education Commission of 1949 recommended that the curriculum of the training institution should be reformed. Only those persons should be encouraged to take up the M. Ed. course who have atleast 6 years of teaching experience. The curriculum of the training institutions should be made flexible and it should be made according to the local environment. In 1957, the Secondary Education Commission recommended that the training colleges should be of two types. The first type of training institutions should be for those persons who have acquired education upto the secondary stage. The training period for these persons should be two years. The second type of training colleges should be for the graduates. The training period of these students should be fixed for one year for the time being but after sometime it should be extended to two years. It has also been recommended by the Commission that provision should also be made for the refresher course and short intensive course in these institution. Facilities should be provided for practical training. No fees should be taken from the students of these institutions.

Part-time training.—Courses should also be organised in order to fulfil the lack of the teachers. The suggestions made by the Kothari Commission in 1966 are also very important. The Commission has recommended that in each training institution Extension Service Department should be established and comprehensive colleges should be established in each State. A State Board of Teacher's Education should be established in each State. The training course of the primary teachers should be 2 years. The graduate teachers of the secondary education should be allowed to impart the training of only one year but later on this period should be extended to two years, like the Secondary Education Commission, the Kothari Commission also recommended that no fees should be charged from the students of these training institutions and provision should also be made for providing part-time training course.

Alongwith the efforts have been made to solve the different problem of teachers education, endeavour has also been made to expand this type of education in the Independent India. In 1949, the number of training schools was 48 and 4,761 students were receiving education in these schools. In 1961, the number of the

training institutions and the number of the students receiving education in them increased to 331 and 46,808 respectively. Similarly the number of the training colleges and students receiving the education in them in 1949 was 720 and 67,046 respectively. In 1961, the number of the training colleges and the students receiving education in them increased to 1,138 and 1,22,82 respectively. Since then, the number of the training institutions and the students receiving education in them have been constantly increasing.

In the modern period, there are 6 types of institutions imparting education to the teachers. In lower secondary training centres training is being given to the teachers of lower secondary schools. The Normal training schools impart education to the primary teachers. In the secondary training schools, the training is being given to the teachers teaching upto class VIII. Saparte training colleges have been established for the graduates wherein the teachers are being given training for the higher secondary school. Some expert training centres have also been established. Besides this, training institutions, some institutions have also been established for imparting physical education. Separate schools have also been established for giving training to the teachers of Fine Arts and Home Science.

6. Education of other vocations.—In addition to the above mentioned vocation, Government have taken important steps in regard to other vocations also. There are many such institutions in the country wherein education of Accountancy, Typing, Shorthand etc., is being provided. The Government have also paid a special attention to the establishment of veterinary colleges, where education of veterinary science is being provided. The Government as well as non-Government institutions have been established to impart the education of different vocations.

Organisation of education of other types.—(a) Education of the disabled and physically handicapped persons has received a great impetus after the independence. The Government have taken important steps in the field of the education of disabled and physically handicapped persons. Before independence, there were very few institutions providing this type of education. For the education of the blind persons, there were 2 schools in Calcutta, 2 in Bihar, 4 in Bombay, 1 in Madhya Pradesh, 9 in Madras, 2 in Punjab, 6 in Uttar Pradesh, one in Ajmer and 1 in Delhi. There were only 33 schools in the whole of India providing education to the blind and deaf persons. There were two schools of mentally retarded persons and two for lepers. A special attention was given towards this after independence. In 1962, the number of schools providing education to the disabled persons increased to 171 wherein 9,163 students started receiving education. At present there are more than 270 schools for the education of the disabled persons. The more

prominent, institutions of this type are situated at Dehra Dun, Calcutta, Bombay, Madras, Jullundhar, Kanpur, Ahmedabad, Bangalore, Hyderabad and Lucknow etc.

Different institutions impart education to the disabled and physically handicapped persons in such a way so as to make them self-reliant. They are giving the training of such crafts which are according to their interest and suitable for their physical and mental condition. These institutions make these persons fit and capable equal to that of ordinary men and women.

(b) **Adult Education.**—Adult education which is now called social education has made a great progress after independence. Many educational institutions have been opened in order to literate the adult illiterates of India. Provision has also been made for the different types of libraries for the adults. Kothari Commission has recommended that a National Adult Education Council should be established for the organisation of Adult Education. The Commission has also expressed the view that Adult Council should also be established at the State level and this type of committees at the district level should be made the parts of the District Boards. In addition to this, the persons and institutions which are working voluntarily in this field should be encouraged by giving financial and technical assistance.

Conclusion.—It is clear from the above discussion that endeavour is being made to firm foundation of the organisation of Indian Education. So far, Indian Education was not in accordance with the condition and circumstances of the country. Now the organisation of education is being made in a way so that it may contribute the building of citizens inspired with the feeling of social welfare and may ensure the progress of the country. The suggestions made by the Kothari Commission in regard to the organisation of education at different stages are useful and important. Our Government have been making every possible endeavour to implement these suggestions and we may hope that in a near future the organisation of our education will be capable of solving the problems of unemployment in the country and India will be reckoned among the progressive country of the world.

CHAPTER XI

EDUCATIONAL ADMINISTRATION IN INDIA

Q. Give a short account of the history of educational administration in India. How the education at various levels is administered? Discuss the problems that have arisen in this direction. What part does the Central Government play in the field of administration?

Or

What part do the private and Government agencies play in the administration of primary, secondary, higher, vocational and technical education and teachers education in India? Discuss the chief problems in the field of administration.

Introduction.--For the good and efficient educational system in the country, the best type of educational administration is a necessary requisite. That is why, sufficient attention has been given towards the educational administration in India. In the British period also, special attention of the Government was attracted towards the educational administration and many important measures were taken to ensure an efficient and smooth educational administration. In the independent India also, different Commissions have made their suggestions in order to improve and reform the educational administration in India. The suggestions made by the Kothari Commissions in this respect are very useful and important. The Commission has recommended that within period of 20 years, provision should be made for the public education and there should be uniformity in the administrative system of education in India. In this chapter, we will briefly discuss the history of educational administration in India and thereafter, we will discuss different things relating to educational administration in India.

History of Educational Administration in India

For the sake of our convenience we can study the history of educational administration in India under the following headings :

1. Educational administration in ancient and medieval period.--The educational administration of the ancient and medieval period was completely different from the educational adminis-

tration of the modern period. In the ancient and the medieval period, the programme of education was not so vast and educational works went on smoothly. The teachers were independently responsible for the educational administration. The standard of teaching was so high that there was no special necessity for the State to interfere in this field. The number of students was so less that there were close contacts between the teachers and the pupils and there was no need of taking special measures to ensure proper discipline and administration. Besides this, the number of schools was so less that there were perhaps no administrative difficulties. In short, we may say that in the ancient and the medieval period, the educational administration system was very simple.

2. Education administration in the British period.— Since the advent of the British in India, Indian Education began to be constantly disintegrate and the influence of the Western Education went on increasing. Many schools had been established by the Session 1853-54. The condition of some of these schools was good whereas the condition of other schools was very poor and miserable. The view-point of the British was commercial and hence they made no endeavour to bring about any reform or improvement in the system of education. The most important step in the administrative field of education was taken in the year 1854. According to the recommendation of Wood's Despatch a Department of Public Administration was established in each State and this Department was headed by an officer known as Director of Public Instructions. Inspectors and Sub-Inspectors were also appointed in order to assist the Director of Public Instructions in the performance of his duties. The Director of Public Instructions was responsible for the education in the State. After the publication of Wood's Despatch, the Government started looking after the whole administration of education. So far no Education Department had been established in the centre for the administration of education. For a long time a section of the Home Department continued to look after the educational administration. It was, however, experienced that an officer should be appointed to advise the Directors of Public Instructions in regard to the educational administration of the country. With this aim in view in 1901 Lord Cornwallis created a post of Director-General of Education under the Home Department.

In 1910, a member was increased in the Executive Committee of the Viceroy in order to look after the problem of educational administration and the post of Director-General of Education was abolished. In 1915, a new officer known as Educational Commissioner was appointed. In the same year a Bureau of Education was also established. This Bureau performed the work of publishing literature relating to education and clarified educational policy of the Government.

According to the Government Act of 1919, responsibility of education was transferred from the Government of India to the Provincial Government. However, the Central Government continued to give financial and other type of help to the Provincial Government. This system created obstacles in the expansion of education because neither the Central Government could follow a definite policy in regard to the whole of the country nor the Provincial Governments enforced a general educational system in their respective provinces. Consequently, the necessity of establishing a Board which might bring about unity and uniformity was urgently felt. In 1921, the Central Advisory Board of Education was established. But this Board was abolished after 2 years. Due to shortage of money Information Department was also abolished and merged with other departments. In 1929, according to the recommendation of the Hartog Committee, the Central Advisory Board of Education was again established. In 1937, Educational Information Department was also again established. In 1945, the Government of India made the Education Department completely independent of other Departments i.e., it was no more under the Home Department of the Central Government.

3. Educational Administration in the Independent India.

—In 1947, the Department of Education was developed into the Ministry of Education. The Constitution of India makes mention of the administrative system of Indian Education and the whole educational system was divided into two parts :—

(i) Federal system.

(ii) State system.

In 1957, a separate Ministry known as Ministry of Education and Scientific Research was created in order to encourage scientific discoveries and invention in the field of education. For the sake of administrative convenience, this Ministry was divided into two parts in the year 1959 :

(i) Ministry of Education.

(ii) Ministry of Scientific Research and Cultural Affairs.

The Commission and Committees appointed by the Government of India have made different suggestions in the field of administrative education. The Radhakrishnan Commission made suggestions in regard to the Educational Administration in the field of higher education. The Secondary Education Commission made recommendations in regard to the administration of the secondary schools. However, the latest Commission known as Kothari Commission has made suggestions in regard to the educational administration at almost all the stages.

Present structure of education administration

The whole educational administration of India is mainly under the following three headings :—

- (i) Central Government.
- (ii) State Government.
- (iii) Local Bodies.

(i) **Educational administration of the Central Government.**—The following two units are available for the educational administration at the Central or National level :—

- (a) Minister of Education.
- (b) Minister of Scientific Research and Culture.

(1) **Minister of Education.**—The Minister of Education is the highest officer of the Ministry of Education and according to the Indian Constitution he is appointed by the President on the advice of the Prime Minister. He is a salaried office but it cannot be made permanent because the Education Minister holds office during the pleasure of the Prime Minister. Below the Education Minister there are Deputy Ministers of Education, Education Secretary and Educational Advisor, Joint Education Secretary and Advisor, Deputy Secretary of Education, Assistant Secretary of Education and other officials. The Education Minister is responsible for the work of these officials.

For the sake of administrative convenience, the Ministry of Education has been divided into following 9 parts :—

- (i) Primary and Basic Education Department.
- (ii) Secondary Education Department.
- (iii) Higher Education and UNESCO Department.
- (iv) Hindi and Cultural Department.
- (v) Physical Exercises, Training and Entertainment Department.
- (vi) Social Education and Social Welfare Department.
- (vii) Scholarships Department.
- (viii) Department of Administration.
- (ix) Research and Publication Department.

We will now briefly discuss all these Departments :—

- (i) *Primary and Basic Education Department.*—Although the responsibility of primary and basic education is not on the Central Government and this work is performed by the Local Bodies yet Central Government has estab-

lished this Department in order to advise different States in regard to primary and basic education and to give them proper financial aid.

- (ii) *Secondary Education Department.*—The responsibility of secondary education is also not on the Central Government. But this Department has also been established in order to render advice to the different States Governments in regard to secondary education and also to give grant-in-aid to different States.
- (iii) *Higher Education and UNESCO Department.*—The Central Government makes an important contribution in the field of higher education. This Department performs functions in regard to the higher education relating to the universities of different States. It also establishes harmony in the field of education at the inter-national level. Although each State has several universities and ordinarily the responsibilities of these is on the State Government yet there are certain universities which are under the control of the Central Government and the administration of such universities is looked after this by Department. For example, Banaras Hindu University, Delhi University, Aligarh Muslim University and Vishwabharti are organised by the Central Government and the responsibility of the administration of these universities is on this department. Moreover, this Department establishes contacts with Social and Cultural Organisation connected with the United Nation Organisation.
- (iv) *Hindi and Cultural Affairs Department.*—Hindi has been accepted as the national language and it has been called as the official language in the Constitution of India. Besides this, Indian Culture in the ancient period was considered one of the pioneer cultures in the whole world and hence this Department established international contacts with a view to develop national language Hindi and Indian Culture. It is under the auspicious of this Department that the teachers of this country are sent for studies and on cultural missions to other countries of the world, and the teachers of other countries are invited to receive education in this country. National Music Academy and National Literature Academy have also been established under this Department. Thus, this Department makes important contribution in the development of literature and culture.

- (v) *Physical Exercises and Training and Entertainment Department.*—Physical exercises, training and entertainment come under the Education Department and that is why the Central Government have established a separate Department for this purpose. This department looks after the educational programmes related to physical exercises, training and entertainment of the different States and gives necessary financial help to them.
- (iv) *Social Education and Social Welfare Department.*—In order to remove ill-literacy and make the expansion of social education, the Central Government have established a separate department under the Ministry of Education known as Social Education and Social Welfare Department. This department exercises control over the schools established for social education in the country, keeps supervision over them, resolves their difficulties and gives necessary financial help to them. This Department also grants financial aids to the other institutions working in the field of social education. It also render advice and gives financial aids to the persons and institutions working in the field of social welfare.
- (vii) *Scholar-ships Department.*—Many students of our country are sent to foreign countries for studies and many students from foreign countries also come to India to receive education in different fields. The federal Government makes provision of the seholarships for those students who are unable to meet their expenditure. Besides this, provision of scholarships has also been made by the Central Government for the backward classes and tribes of our country.
- (viii) *Administration Department.*—This department performs all the functions relating to administration of education. This department also looks after the National Museums, Archeological Department and National Library (Calcutta). The responsibility of safety and security of these institutions is on this department.
- (ix) *Research and Publication Department.*—The utility and need of the research work need not be emphasised in the modern period. There is a separate department under the Central Ministry of Education in order to encourage research and publication work. This department not only renders necessary help to the persons and institutions engaged in research and publication works but also makes them available different types of things required in this connection.

There are also different Advisory Councils and Boards in order to assist the Ministry of Education. The more prominent of such Boards and Councils are as follows :—

- (a) Central Advisory Board of Education.
- (b) University Grants Commission.
- (c) All India Council of Secondary Education.
- (d) All India Council of Primary Education.
- (e) National Council of Women Education.
- (f) National Council of Rural Higher Education.
- (g) Central Social Welfare Board.

The Central Advisory Board of Education and the University Grants Commission are the institutions of utmost importance and hence we will briefly discuss the functions and importance of these two institutions :

- (a) *Central Advisory Board of Education.*—It would not be exaggeration to say that this Board is the basis of all the activities of the Central Ministry of Education and besides the Education Minister who is the Chairman of this Board, this Board consists of the educational advisor to the Government of India, 15 Members nominated by the Government of India, two members elected by the Council of States (Rajyasabha), 3 members elected by the House of Peoples (Lok Sabha), two members elected by inter-schools Board, two members nominated by Board of All India Technical Education, Education Minister of each State and the Secretary of the Board who is appointed by the Government of India. There is also a library and educational information office connected with this Board, which performs the function of publishing educational reports, information regarding internal and external education etc. The term of the non-official members of the Board is 3 years. The Board holds its meeting at least one in a year. In the meetings of the Board, educational problems of the whole country are discussed and thereafter, their reports are published. Mostly it is seen that the recommendations of this Board are accepted by the different State Governments.
- (b) *University Grants Commission.*—The University Grant Commission was established in the year 1953. It was made an independent institution in the year 1956. Besides the Chairman, this Commission consists of 9

member consisting of 3 Vice-Chancellors of the universities, 4 famous Indian educationists, and 2 members of the Central Government. Following are the functions and the duties of the Commission :—

- (i) To reform university education and to advise the universities in regard to the raising the standard of teaching.
- (ii) To bring about uniformity in the standard of education in the universities and to advise the Central Government in regard to the problems connected with the university education.
- (iii) To investigate into the essential needs of the universities and to recommend the Central Government to give them financial assistance in the form of grant-in-aid.
- (iv) To distribute the money from its fund to the universities and to determine policy in this connection.
- (v) To express its views in regard to the establishment of new universities and extension of jurisdiction of old universities.
- (vi) To answer the questions asked by the Central Government and universities and to remove their doubts and difficulties.
- (vii) To advise the Central Government and the State Governments in regard to the different titles to be conferred by the universities for different services.
- (viii) To compile the information useful for the universities within the country and from foreign countries and to send it to the universities.
- (ix) To seek information from the universities in regard to examination, curricula, research work etc.
- (x) To do necessary work relating to the expansion and development of the university education.

The university Grants Commission makes important contribution in the field of higher education. This Commission works under the Ministry of Education and determines the quantum of grant-in-aid to be given to the different institutions of different States imparting higher education. Kothari Commission was of the view that this Commission should consist of 12 to 15 members. At least 2/3 of its members should be from among the Government officers and 1/3 of its members should be from the universities. No objection

tions should be raised in regard to the appointment of the Vice-chancellor of the universities as the members of the Commission. Existing Vice-chancellors of the universities should be appointed the members of the Commission. The University Grants Commission should form permanent committees in order to fulfil its responsibilities. Some visiting committees should also be appointed. These committees should inspect each university atleast once in a period of 3 years. Sufficient funds should be made available to the university Grants Commission, so that it may perform its work and responsibility properly and efficiently. Much of the credit for the progress of higher education in India goes to the University Grants Commission and it has been admitted by the Kothari Commission that the University Grants Commission has been performing its function quite efficiently and successfully.

2. Ministry of Scientific Research and Cultural Affairs.—Previously the Ministry of Education and the Ministry of Scientific Research and Cultural Affairs were not separate but they were looked after by the same Ministry. With the increase of educational works in different fields and with a view to give impetus to the scientific research, two separate ministries were created in the year 1959. State Minister of Education is the highest officer of the Ministry of Scientific Research and Cultural Affairs and there are also a Deputy Minister and many other officials to assist him. The general functions of this Ministry are to encourage and look after cultural activities, technical education, scientific research and land survey. Some important research institutions of the country such as Geological Survey of India Botanical Survey of India, Delhi Polytechnics, Indian Schools of Mines and Geology Dhanbad etc. are organised by this Ministry. This Ministry encourages different discoveries and inventions relating to science and renders financial assistance for the same purposes.

2. Educational Administration at the State Level.—Education has been included under the State list in the Constitution of India. The structure of the Administration of Education at the State level is almost same in all the provinces. Only a little difference is found in some province. We will here discuss the administration of education at the State level as is found in Uttar Pradesh. The chief officers of the Education Department of States who look after the administration of education in the State are following :—

- (1) *Education Minister and other officers.—*The Education Department of the State is under a Minister who is called the Minister of Education. He is appointed by the Governor on the advice of the Chief Minister. There are following other officers to assist the Education

Minister in the performance of their duties :—

- (i) One Deputy Minister for Education,
- (ii) one Education Secretary,
- (iii) one Joint Secretary,
- (iv) one Deputy Secretary,
- (v) one Assistant Secretary, and
- (vi) other officials of the Secretariat.

There is a Committee to advise the Minister for education in matters relating to education. This Committee consists the members of Legislative Assembly and the Legislative Council. This is also called the permanent committee on education. This committee also considers new schemes and problems relating to education and advises the Government in this connection.

In addition to the above mentioned committee, University Grants Committees have also been established in the States. Uttar Pradesh has also one this type of Committee. This committee submits its suggestions to the Government in regard to the grant of financial help to the universities and degree colleges. It is in fact, an Administrative Committee. Its Chairman is generally some educationist who looks after the activities of this Committee. This Committee holds its meetings from time to time in which policies are determined and decisions are taken.

- (ii) *Director of Education and Deputy Director of Education.*—
There is also a Director of Education who is responsible for looking after of the educational matters of the States. He also advises the Education Minister and the Education Secretary. In order to assist him, there are also some Deputy Directors of Education. At present there are four Deputy Directors of Education in Uttar Pradesh—

- (i) Deputy Director of Education (Finance Department),
- (ii) Deputy Director of Education (General Department),
- (iii) Deputy Director of Education (Women Department),
- (iv) Deputy Director of Education (Service, Department).

The office of the Director of Education of Uttar Pradesh is situated in Allahabad. It also has a camp office at Lucknow.

- (iii) *Special Officers.*—In order to assist the Director of Education and the Deputy Directors, there are also some Special Officers. The more prominent of such officers are :—

- (i) Special Officer relating to Secondary Education,
 - (ii) Special Officer relating to Primary Education,
 - (iii) Special Officer of re-organisation department,
 - (iv) Special Officer relating to text book etc.
- (iv) *Joint Director of Education.*—With a view to re-organise the educational system in the country after independence, the appointment of a Additional Director of Education was made to assist the Director of Education in 1954. Previously the Additional Director of Education possessed complete rights relating to reorganisation of education and he helped the Director of education in the performance of his functions. But now the office of the Additional Director of Education has been abolished, and in its place a Joint Director of Education has been appointed. Like the Additional Director of Education, the Joint Director of Education also helps the Director of Education in the performance of his functions and looks after the reorganisation of education.
- (v) *Regional Deputy Director of Education.*—In order to carry on the administration of education efficiently, each State has been divided into different regions and a Regional Deputy Director of Education is appointed in each region. From the point of view of educational convenience, Uttar Pradesh has been divided into 10 regions--
- (i) Agra.
 - (ii) Meerut.
 - (iii) Kumaon.
 - (iv) Bareilly.
 - (v) Allahabad.
 - (vi) Varanasi.
 - (vii) Lucknow.
 - (viii) Gorakpur.
 - (ix) Jhansi,
 - (x) Faizabad. The Regional Deputy Director of Education looks after the educational matters within his region. Likewise, for the educational matters of the girls, there is a Regional Deputy Directors of Education in each region. These Regional Directors and Directoress of education perform the following main functions :—

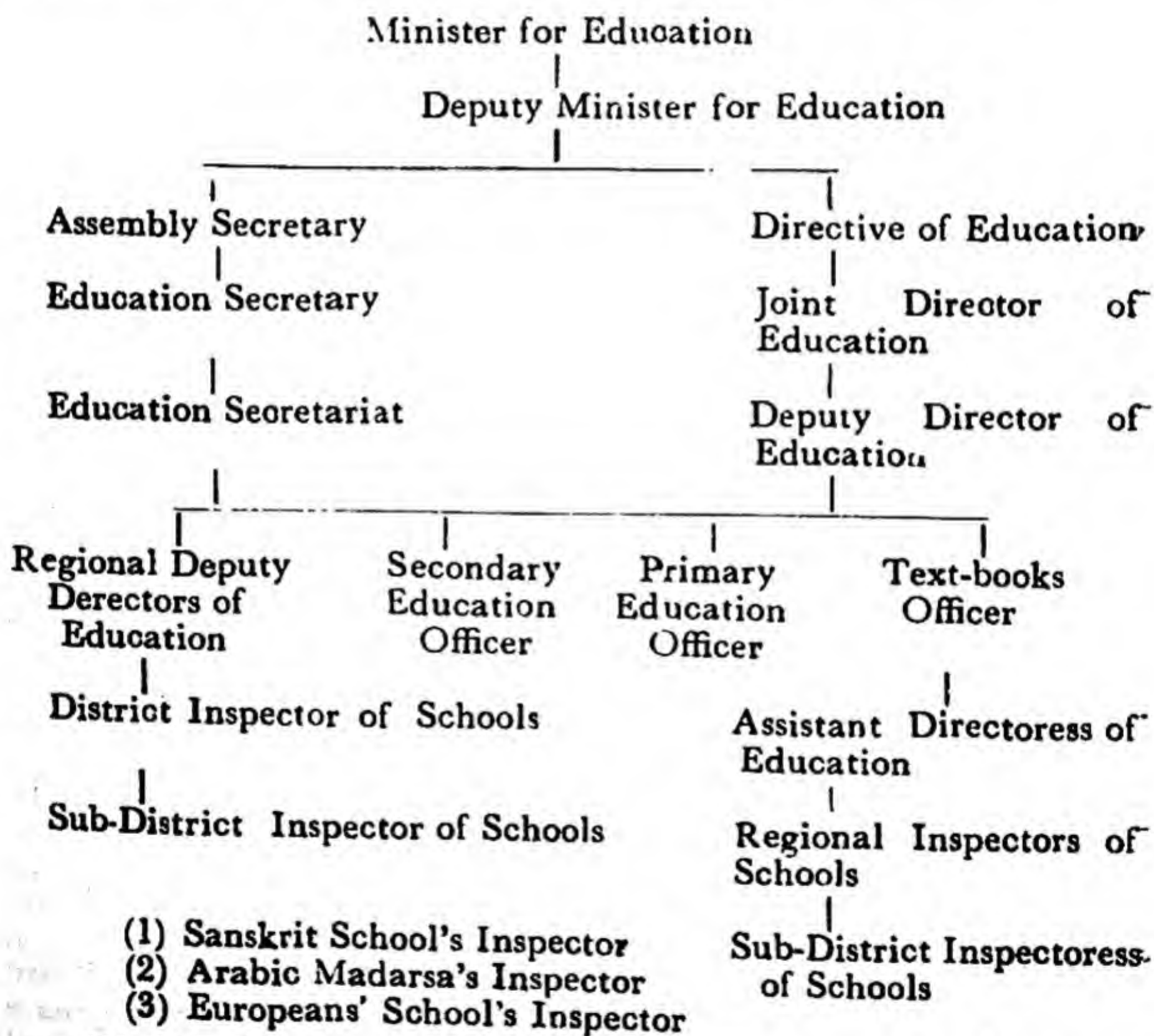
- (i) To investigate the works of the Inspectors of Schools of the District.
- (ii) to inspect the schools,
- (iii) to appoint the officials of Education Department and to make their transfers and
- (iv) inspection etc. of the management of local educational institutions.
- (vi) *District Inspector of Schools.*—Each province has been divided into many districts and in each district a District Inspector of schools is appointed to look after the educational administration of the districts. The District Inspector of schools is the highest official of the Education Department of the District. He performs the following functions :—
 - (i) To inspect all the educational institutions of the district,
 - (ii) to look after the progress of Primary education,
 - (iii) to recommend to the Educational Board to grant recognition to higher secondary schools,
 - (vi) to recognise lower secondary schools,
 - (v) to pass bills of grants,
 - (vi) to organise and conduct the examinations of Junior High Schools,
 - (vii) to keep supervision over the use of money in schools and
 - (viii) to look after the discipline in schools.
- (vii) *Other educational officials of the district.*—In order to assist the District Inspector of Schools, there is also a sub-District Inspector of Schools who specially inspects the junior high schools. He also takes care of development of education in rural areas. According to need, there can be 4 to 6 sub-district Inspector of Schools to inspect and look after the work of primary schools. Likewise Sub-District Inspector of schools are also appointed to look after and inspect the works of girl's schools.

In addition to this, according to system of reorganisation, provision has been made for 10 acres of land and one extensive teacher for each rural junior high school. This extensive teacher teaches agricultural subjects to the students. In order to look after the work of these teachers, there are also Extension Guides.

There are also schools for the teaching of Sanskrit and Madarsas for the teaching of Arabic in each district. For the management and supervision of these schools, Inspector of Sanskrit schools and Inspectors of Arabic Madarsas are appointed.

Since the educational system of the junior high schools and the primary schools are organised by the Education Committee of the district Boards, Sub-District Inspector of schools have often to work under a double system.

The following chart will give a clear idea of the structure of the educational administration of the State of Uttar Pradesh.



The structure of the educational administration of other states also resemble with that of Uttar Pradesh. Of course, in small states where population is less, the number of officials appointed for looking after the educational administration is comparatively less than we have in Uttar Pradesh.

3. Educational System of Autonomous Bodies.—For the educational systems of the cities and villages there are some local institutions. City Corporations are established in big cities. In these cities' Corporations, there is a separate officer for Education department and all the primary schools of the city work under his control. This education officer works under the control and supervision of the Executive Officer and Chairman of the Municipality. In rural areas, the organisation of the primary education is made by the District Board. The District Boards have been conferred wide powers in the field of educational administration. The President of the District Board and his Education committee make provision of appointment of the teachers and the maintenance of the schools. In this connection, the Board has to work in accordance with the advice of the District Inspector of Schools. The chief responsibility of the District Board is in the field of primary education. So far as the secondary and higher education are concerned, they are under the control and supervision of the State Government.

Some other important matters connected with educational administration

1. Administration of the schools.—We have mentioned above the educational administration at different stages. It is necessary to mention here that management committees of different schools also make important contribution in the administration of education. The management committees of the non-Government schools, in fact, look after each educational matter through the medium of the principal. It is a matter of great regret that in India, there are many such managers of the managing committees of the non-government schools, who do not understand the aims of education and run schools in order to serve their own interests consequently by the administrative system of these schools deteriorates. That is why, in the modern period the demand of nationalisation of education is gaining more and more strength.

2. Administration of Universities—In India universities have been given sufficient freedom in the field of their administration and, to a great extent, they themselves look after their administration. The head of most of the universities is a Chancellor and the administration of the universities is carried on through a Board or Senate. The members of the Senate or Board are nominated, or ex-officio members or elected. Below the Senate there are academic councils and syndicates. The academic council is mainly concerned with educational institutions. The syndicate is a type of executive council which can also be called the management committee of the university. For the determination of the curriculum of each subject and for physical education, youth

welfare, sports and games, hostels and library etc. different committees are appointed.

In order to carry on the administration of the universities efficiently, there is a Vice-chancellor below the Chancellor of the university. It is, infact he who carries on the day to day administration of the university. In some universities, the Vice chancellors of the universities are appointed by the Chancellor. In different universities, the term of the Vice-chancellor is from 3 to 5 years. Sincer it is not possible for the Vice-chancellor to look after all the administration works of the university, there are separate faculties in the university. The head of these faculties are called Deans who are responsible for the administration within their faculties.

3. Different institutions for different types of education.

We have given above a brief description of the administrative structure of general education. Besides this, there are separate administrative structures for different types of education. For military education and education of social service, there is a Director of Military Education and social service training who works under the control of Director of Education. For the education of Psychology and allied matters, there is a Director of Psychology who also works under the Director of Education. The Commercial and Technical institutions are connected with the Department of Industry rather than with the Education department because teaching imparted in these institutions is related to the work of this Department.

Recommendations of the Kothari Commission.—Kothari Commission considered in detail different aspects of educational administration. The Commission made recommendations not only in regard to educational administration, but also in regard to educational planning. A brief discussion of the recommendations made by the Commission is given below :—

1. **Education Planning.**—According to the Commission, the planning of education is an important task and a national policy will have to be determined for this. Education is a State subject and hence it is an obstacle in the determination of national policy on education. Since it is not possible to establish harmony among the officers of different stages of education, it has not been possible to determine a national policy on education. After considering the methods adopted in the field of educational planning under the Third Five Years Plan, the Commission has made the following recommendations for the development of national policy of education :—

- (i) According to the Commission, so far emphasis has been given on increasing the number to the students but now emphasis should be shifted on the qualitative progress of education along with the increasing number of the students.
 - (ii) So far our policy has been to do atleast some work in each programme in each field. Consequently, there has been much expenditure and our aims have become scaterred. Now endeavour should be made to concentrate only on the important programmes.
 - (iii) In the present circumstances, when our economic means are limited, the necessity is to work with devotion and in an organised way rather than to spend more money.
 - (iv) The Ministry of Education should study the methods relating to planning with the co-operation of Ancient Institute of planning and should make provision of the suitable courses for the training of Planning Officers at different stages.
 - (v) The University Grants Commission should also establish higher centres for the study of subjects related to educational planning, administration and finance.
 - (vi) In a Federal Democracy like India, inclination should be towards centralisation in different fields and works should be performed in accordance with the priority at national, State and Local levels.
 - (vii) Balance and harmony should be established in between centralisation and decentralisation.
2. *Role of private enterprise in education.*—Kothari Commission has expressed view that so far private means have made an important contribution in the field of development of education. Hence, every type of means available from private sources should be properly utilized for the development of education. Besides this, when the Government have taken upon itself the responsibility of providing all types of educational facilities, then the work of the private means should be limited. They should be permitted to perform works with in limited jurisdiction.
3. *Role of Local Authorities in Education.*—According to the Commission, the right of administration of education has given to the local institutions on the basis of

expectation of best administration and progress of education. If any institution does not fulfil these two expectations, then it should be deprived of its rights. The Commission has made the following recommendations in regard to the role of local authorities in education :—

- (i) Schools and their local committees should work in co-operation with each other. It should be our aim that in rural areas the Gram Panchayat and in Urban areas, the Municipalities, should run local schools, not only on the basis of grant-in-aid system. A national policy should be formulated.
- (ii) We should aim for the establishment of competent local education authority at the district level. It should be called the District School Board. This Board should be given the right of inspection and organisation of all the educational institutions below the university stage and this principle should be adopted in the form of national policy.
- (iii) A special care should be taken to see that the local education authorities do not harass the teachers. Protection should also be given to the teachers so that they may not become the victims of groupism and party politics. The Municipalities, City Council educationists and Education Department should be represented in the District School Board and a Senior official of the State Government should be the Secretary of this Board. The jurisdiction of this Board should be the whole district except in case of big municipalities.
- (iv) The administration of all the Government and local schools should be brought about under the control and supervision of the District School Board. This Board should also be empowered to make schemes and to implement them for the development of school education.
- (v) A special committee should be constituted for the appointment of teachers. This committee should consist of the President of the District School Board, Secretary and other district education officers.
- (vi) Ordinarily, it should be made a practice that least number of transfers should be made so that the teachers may remain faithful to their institutions.

The whole responsibility of the administration of education should not be given to the District School Board at once but it should be given slowly and gradually.

4. *Role of Central Government in Education.*—In the federal and concurrent lists of Indian Constitution, the educational responsibility of the Central Government have been mentioned. It is clear from these lists that education is a State subject but the Central Government also possesses wide power in the field of education. Kothari Commission has expressed the view that for making the education a subject of national importance, the Government of India should perform the following functions in regard to the development of education :
 - (i) The Government of India should take important steps for the improvement of the position of the teachers and the reformation of teacher's education.
 - (ii) The Government should establish important scientific and technical institutions and in this connection, should seek the co-operation of the universities.
 - (iii) The planning of man power should be made in the field of agriculture, Engineering and medical science etc.
 - (iv) The Central Government should find out talented persons in different fields and should make use of their services for rendering advice to the State Governments.
 - (v) Without the advice of the Planning Commission of the Central Government, no changes should be made in financial help being given to the State Governments for education.
 - (vi) The Central Government should try to establish the uniformity and equality of educational facilities so that the gulf between the high and low classes may be reduced.
 - (vii) Provision of free and compulsory education up to a prescribe age, to render help in the secondary education and to help the reformation of education at different stages etc. are the function of the Central Government.
 - (viii) The Central Government should develop higher education and should give encouragement to research

work. It should make useful contribution in the scientific and educational progress of the country.

- (ix) It should help the development of agriculture and industries and should provide leadership in the field of education.
- (x) More importance should be given to the institutions coming under the jurisdiction of Union so that development of education may take place in national interest.
- (xi) The planning of education should not be made in such a way so that one subject of education to kept in concurrent list and another in the State list. In the constitution of a big country like India, the position that has been accorded to education is probably most appropriate. It has entitled the Central Government to provide encouragement in the field of education but not to suppress flexibilities and freedom of use which are greatly required.
- (xii) Vigorous efforts should be made for the determination of a national policy on education for the development of education in accordance with the present provisions relating to education in the constitution of India. This can be reconsidered after a period of 10 years.

5. *Educational Personnel.* — In regard to the education personnels, Kothari Commission has made the following recommendations : —

- (i) *State educational service.* — The Commission has made following recommendations in regard to State Educational Services : —
 - i) The number of the officers of first and second classes should be increased. The Secretaries of the District School Boards should be first class officer. 25% of the officers of first class should be promoted officials and the rest of 25 % should be new persons. As regards second class officers, 50 % should be new and the rest 50 % should be promoted.
 - (ii) The constitution of the State Educational Departments should be made keeping in view its general finance and provision should be made for the training of the officers.

- (iii) In order to remove division between the officials working in different departments to education, the Commission has suggested that equal salaries should be given to them and the scales of pay of the departmental persons should be connected with the scales of pays of the teachers of universities.
- (b) *Training of Educational Administrator.*—In regard to the training of the educational administrators, the Commission has made the following recommendations :—
 - (i) Programmes should be organised by State Educational Institutions for giving administrative training to the non gazetted officials engaged in the administrative works.
 - (ii) For gazetted administrators, State Educational Institutions should organise Seminars and Conferences.
 - (iii) The system of giving the special leave for studies to the administrators should be abolished.
 - (iv) Educational Administrators should be encouraged and inspired to increase their qualifications. At the national level, a National Staff for Education Administrators should be established for the training of administrators. There should be provision of two types of courses of this college. There should be a course of 3 to 6 weeks for the officers engaged in Government services and the provision of a long course should be made for newly recruited persons.

Criticism.—The suggestions of Kothari Commission in regard to planning and administration are very important. The Commission has rightly recommended that now the time has come when emphasis should be given on collective progress on education rather than on quantitative increase.

The Commission has rightly pointed out that in the field of planning our aims have become greatly scattered. The suggestions of the Commission in regard to priority in connection with educational planning, centralisation and decentralization are really praiseworthy. The Commission has also made clear the works of different aims of education. It has rightly pointed out that the Central Government have great responsibilities in the field of education. It is the responsibility of the Central Government to formulate a national policy of education and to remove the anomalies that are prevalent in different fields of education.

The suggestion to entrust the whole responsibility of administration of schools and colleges below the university to the district school Board is also very good.

It has, rightly, been pointed out by the Commission that educational administration at the State Level is still based on the convention and system prevalent in the British Period and it is encouraging bureaucracy. The suggestion of the Commission that out dated and conventional methods should be completely given up and the new methods in accordance with the new times and circumstances should be adopted. It may, be remarked here that the suggestions of the Commission in regard to the State Educational Service have no originality. However, its suggestions in regard to the training of administrators are really praise-worthy and should be implemented with immediate effect.

— — —

CHAPTER XI I

EDUCATIONAL FINANCE

Q. *Discuss the problem of educational finance in India.*

Or

What are the various sources for the income for the progress of education and how the expenditure should be made? Discuss in full with special reference to the recommendations of Kothari Commission.

Introduction.—The problem of finance is probably the greatest abstacle in the expansion of Indian Education. Although different types of schemes are formulated for the expansion of education but it is not possible to implement them properly because the Government are not able to provide necessary finance for them. India is a poor country and a lot of money is required for the expansion of education in this country. Despite adopting different means, we have not been able to collect sufficient money for education. The demand of money is being made from outside. The teachers are demanding increased salaries and different types of other facilities. On the other hand, the students are demanding that more facilities should be provided to them. The guardians demand that in no case the fees of the students should be increased. In such circumstances, the Government have been confronted with a very difficult and strange situation. The means of income are few and the expenditure are proportionately for greater. The progress of education is not taking place as rapidly as is necessary because of the shortage of money. We will now discuss different aspects of educational finance.

Various stages of education and educational finance.—In all the provinces in India, primary education has been made free and hence the complete responsibility of the primary education is on the local Governments. The responsibility of secondary education is also on the State Government and it is the duty of the Government to make necessary provision of finance for it. The Central Government are, to a great extent, responsible for higher education. In order to give financial help to the universities, the Central Government have established an institution known as University Grants Commission.

It is true that most of the burden of the primary and secondary education is shouldered by the State Governments. But the Central Government also gives financial aid to the State Governments in this field and local institutions such as Municipalities, Corporation, District Boards, Gram Panchayats etc. also share some of the responsibility of primary education. Thus we see that the Central Government not only gives utmost help in the field of university education but it also grants financial help to the State Governments in the field of primary and secondary education.

The local institutions and the Government jointly make the provision of money for primary education. In view of the provision of free primary education, the whole responsibility of collecting money for the same has come on them. The State Governments grant financial help for the pre-primary education also. At both these stages two types of institutions are working. Most of the schools are run by Municipalities Corporations, District Boards, Panchayat etc. There are also such schools which are run by non-government institutions and local institutions grant financial help to them. Provision of free primary education has been made in the Non-Government schools also. Besides these schools, there are also such schools which receive no financial help from the Government and carry on their work only from the fees received by the students.

At the secondary stage also, there are three types of schools. Some schools are run by the State Governments and the responsibility of their finance is wholly on State Governments. Some schools are run by local institutions such as Municipalities, Corporations etc. The responsibility of finance of these institutions is both on the local institutions and the State Governments. The Central Government also give some financial assistance to the State Governments in this respect. The number of Non-Government schools is much at the secondary stage. These schools receive financial help in the form of grant-in-aid from the State Governments.

There are two types of schools at the state of higher education also Government and Non-Government. The responsibility of educational finance of the Government schools is wholly on the State Government. The State Government also grant financial assistance to the Non-Government colleges. The University Grants Commission also grants sufficient financial assistance to the colleges and universities of higher education. There are two types of universities. First, there are Central Universities whose finance is the responsibility of Central Government. Secondly, there are universities which are under the control of State Governments. The State Government looks after the finance of such universities. In addition to this, the Central Government also give financial assistance to the second type of universities from time to time.

Sources of Income.—There are many sources of income to meet the expenses incurred on education. The more prominent sources of income are :—

- (i) Grants of Central Government, State Governments and local institutions.
- (ii) Money collected by Management Committees.
- (iii) School fee.
- (iv) Charity.
- (v) Foreign Aid.

(i) *Grants of Central Government, State Governments and Local Institutions.*—As pointed out earlier, the Central Government, State Government and Local Bodies give different types of grants to different schools. Some schools are directly under the control and supervision of Government and hence the provision of their finance is made by the Government. It may be mentioned here that the Government do not have so much money as to give sufficient financial aid to the education at all the stages. In the modern period, this is a very difficult and complicated problem before the Central Government, State Government and Local Institutions. It is a problem before them as to how the sources of income should be increased. The Secondary Education Commission or Mudaliar Commission has recommended the imposition of education cess to increase the sources of income. According to the Commission, the right of imposition of education cess should be given to the local institutions. The Kothari Commission has also recommended that this right should be given to the District Boards who should realize this cess on land revenue which should be determined by the State Government. It has also been recommended by the Kothari Commission that the Municipalities and Corporations should be compelled to shoulder the whole responsibility of primary education and the State Governments should give them the requisite grants. The Municipalities and Corporations should also levy education cess on lands and buildings.

(ii) *Money collected by Managing Committees.*—The Managing Committees of different Non-Government educational institutions are also expected to arrange sufficient money for the sake of education in their respective institutions. When the State Government

gives some financial grants to them, it is expected that they should also arrange equal, if not more, money to be incurred on education. It is unfortunate that in this country most of the managing committees of the schools do not fulfil this expectations. They present such manipulated accounts of expenditure that the Government Officers are satisfied and the Managing Committees in fact have to spend nothing. Of course there are also some Management Committees of the schools which are ever prepared to spend the maximum possible money in the field of education. In this field, the schools of Christian missionaries have done praise worthy works.

- (iii) *School or Tuition Fee.*—The general source of income of schools is tuition fee. In some institutions, the money that is received in the form of tuition fee is so much that they collect a huge amount of money every month in this manner. The system of realizing fee was started during the British Rule and in the present age it has become very necessary keeping in view of the rising expenditure of the schools. New equipments are required and consequently the fees is also increasing. Because of the constant increase in fees, many students who are not able to meet their expenditure, have to leave their studies.
- (iv) *Charity.*—In addition to the tuition fee, sometime the educational institutions receive huge amounts of money in the form of charity. Often many rich persons either on account of their own or being inspired by some person, give liberal charity in cash or kind to the educational institutions. Some rich persons give a definite sum of money for building, a particular department or class in a educational institutions in their name. Some rich persons give in charity lands, buildings etc. to the educational institutions and the income of these sources is received by the educational institutions to be incurred on education.
- (v) *Foreign Aid.*—Being inspired with the feeling of the universal brother hood, attention is being given to achieve cherished dream of world citizenship in the midst of violence and destructive tendencies in the world. Efforts are being made to make all the countries of the world progressive and each country is devoting its attention not only for the expansion of

education within the country but also to help other countries in this connection so as to increase the feeling of universal brotherhood. This assistance is given in different ways such as financial assistance, scholarships, aid of international institutions and aid of books and equipment etc.

Sources of expenditure.—The demand of education is dependent upon the circumstances of the society. The social, culture, religious and economic conditions of the country make their influence on education and the aims of education are determined in accordance with the demand of education. There is utmost demand of education in the present age. But because of the shortage of money, education is not available to all. The money which is received by the educational institutions is expended on the following sources :—

- (i) Salary of teachers,
- (ii) Schools buildings,
- (iii) Libraries,
- (iv) Equipment, and
- (v) other expenditure.

(i) *Salary of teachers.*—The major portion of the income of any educational institution is spent on the salary of teachers. Some persons can express doubt in this regard and may point out that in some private schools, very meagre salaries are given to the graduates and post graduates and they have to perform this type of work under the force of circumstances. However, in spite of this, a major portion of the income is spent on the salary of the teachers even in such institutions. This expenditure is most essential because if the teachers are not given proper salaries, they will always remain busy in finding out other means to supplement their income and will not be able to throw themselves heart and soul into the teaching work and consequently, the standard of education will go on declining.

(ii) *School buildings.*—The schools which have their own buildings try to build new classes and departments every year and have, therefore, to spend a sufficient amount of money for this purpose. The schools which do not have their own buildings have to spend handsome amount of money every month in the form of rents of such buildings.

- (iii) *Libraries* :—There can be no two views that the libraries are beneficial for the students as well as the teachers. It is, therefore, necessary that each educational institution must have a well-equipped library. It need not be emphasised here that in the modern period, the establishment of a library and properly equipping it require a lot of money.
- (iv) *Other expenditures* :—Each educational institution has to arrange necessary and proper furniture. Besides this, a lot of money is also required for making provision of sports and games, chalk, register, dustors, black-boards, etc. There are many other items also on which a lot of money is spent every year.

Some suggestions regarding educational finance :—Suggestions have been given by different educationists from time to time strengthen the system of educational finance. Different Commissions have also given their recommendations in this connection. After independence, the Secondary Education Commission and Kothari Commission have made many important recommendations in regard to educational finance. We will now briefly discuss the recommendations of these Commission :—

(1) **Secondary Education Commission** :—The Secondary Education Commission has pointed out the following sources of income for meeting educational expenditure :—

- (i) Grants from State Governments,
- (ii) Education cess imposed by Municipalities and local Bodies ;
- (iii) Money collected by private management Committees ; and
- (iv) School fee.

The Commission has recommended that Local Bodies should be given sufficient powers to levy education cess. The Commission has expressed the view that there should be good financial relation between Central Government and the Provincial Government in order to achieve the reorganisation and development of education. Income tax should not be imposed on the money expended for the development of Secondary Education. Religious and public funds should be utilized for achieving the educational objects. For the development of professional education, a Vocational Educational Board should be established and provision of finance should be made for it. Education cess can also be imposed for the development of vocational and industrial education. A definite percentage of the income of national

undertakings such as Railways, Post and Telegraphs etc. should be allotted for technical education. No cess or tax should be imposed by the Central Government on the money set apart for the development of education in the will by a dead person. So far as possible, the State and Central Governments should give lands free of charge to the schools for buildings, play-grounds, agricultural farms and other necessary works. No octroi or any other type of tax should be imposed on the scientific equipment, workshop means and implements, books for the libraries etc. of the educational institutions. The Central Government should also make necessary contribution for the reorganisation of secondary education and should give necessary financial help to the State Governments in this connection.

2. Kothari Commission.—Kothari Commission has also made some very important suggestions in regard to the system of educational finance. It has been recommended by the Commission that within the next 20 years, the expenditure on education should be enhanced to four times. In 1965-66, per capita expenditure on education was Rs. 12. According to latest statistics, per capita expenditure on education is Rs. 17 at present. This expenditure should be increased to Rs. 54 by the year 1985-86. The development of education is most essential for the progress of the nation.

Expenditure on education should be made in the following manner :—

- (i) $\frac{2}{3}$ of the whole money should be spent on school education and the rest $\frac{1}{3}$ should be spent on higher education.
- (ii) From 1965 to 1975, more money should be spent on the salary of the teachers of school.
- (iii) From 1975 to 1985 more money should be allotted to be spent on 7 years of primary education, extended one year of a secondary stage and for making the secondary education more vocational.
- (iv) After 1985, more money should be spent for the development and research work of higher education.

It is the responsibility of the State Governments to make provision of necessary money for education but it beyond their capacity to arrange as much money as is required. Therefore, different means should be used to make provision of educational finance. In this connection, the Commission has made the following recommendations :—

- (i) Efforts should be made to collect money from local persons, organisations and committees.

- (ii) From time to time, educational conferences should be organised and the persons attending these conferences should be requested to provide more facilities for education.
- (iii) District Boards should be empowered to impose and realise education cess on land revenue. The rate of cess should be determined by the State Government.

Kothari Commission has expressed the view that the State Governments should give whole money to the District Boards for the salaries, allowances of the teachers and for administrative works. Besides this, $\frac{2}{3}$ of the total expenditure incurred on buildings, libraries, and furniture etc. by the schools should be met by the State Governments.

The Municipalities should be compelled to shoulder the responsibility of expenditure on education. For this purpose the Municipalities should impose taxes on lands and buildings. The State Governments should give grants to the Municipalities on the basis of their financial position. The Municipalities whose financial condition is poor should be given more financial grants, and the Corporations should be compelled to shoulder the whole responsibility of primary education.

The Commission has expressed the view that the Central Government can make an important contribution in the field of educational finance. The Government of India should expend the Central field and should shoulder more and more financial responsibility in the field of education.

However, Kothari Commission has pointed out that no matter how much money is provided for education, it will not bring about the desired result if the prevalent rate of wastage in education, is not checked. To check the 'Wastage' in education is an important task and unless we achieve some success in this field, even the minimum requirement of education cannot be fulfilled. The use of money should be properly made and utmost austerity should be observed. This will undoubtedly bring about some reform and improvement in the field of education.

We will now sum up the suggestions made by the different Commissions to reform and improve the system of education finance:—

- (i) Every possible effort should be made to increase the means of finance for education.
- (ii) The Central Government and the State Governments should give as much as possible grant-in-aid, to all the stages of education.

- (iii) Along with taxes, educational cess should also be imposed.
- (iv) Private institutions should be encouraged to spend money in the field of education.
- (v) Income tax should not be imposed on that money, which is spent by some persons or groups in the field of education.
- (vi) The teachers should be given sufficient salaries so that they may perform their functions properly and may not experience financial difficulties.
- (vii) It should be our endeavour to provide free education at all the stages. This work should however, begin from the lowest level.
- (viii) Every possible effort should be made to increase the financial means of the schools. Utmost money should be provided to the schools for purchasing necessary equipments.
- (ix) Able and talented students should be encouraged to continue their studies with hard labour by giving them financial help.
- (x) More financial assistance should be given to the students offering vocational courses.
- (xi) Money should be spent on education in such a manner that the complete development of the students may be achieved.

Conclusion.—The above discussion makes it obvious that the problem of the educational finance is very serious and complicated. It need not be emphasised again and again that our financial means are very few. It is, therefore, necessary to strengthen the financial organisation of education. All the Government and Non-Government means should be properly utilized. This feeling should be inoculated in each Indian Citizen that the future of the country depends upon the progress of education and it is a sacred duty of each citizen to spend more and more money on education. Besides this, the 'wastage and stagnation' taking place in the field of education should be immediately checked. If this is not done, even our sincere efforts to make provision of necessary financial means will not bring about the desired result. Every possible effort should be made to check and completely stop the corruption and dis-honesty etc. which are rampant in the temples of learning. The Government Machinery should also be such that each Government servant should be honest and dutiful and should be determined to check the corruption.

All the persons engaged in the educational works should perform their function with missionary zeal.

CHAPTER XIII

LATEST ACTIVITIES IN INDIAN EDUCATION

Q. Account for the latest activities in the field of Indian education.

1. Administration of Education.--In India, there are following three main stages of Educational Administration :

- I. Central level.
- II. State Level, and
- III. District Level.

I. Administration of Education at the central level

At the apex of the administration at the central level, there is the Ministry of Education which is under the charge of a Minister of Education. The Minister of Education determines the policies relating to education. He also makes every possible endeavour to maintain uniformity in the structures of education of different States. There are also Deputy Ministers for Education to assist him in the performance of his duties. At present, there are two Deputy Ministers for Education in the Ministry of Education.

At the Secretariat level, Education Secretary is the Head of the Department of Education. He also advises the Government in regard to educational matters and as such he is called Education Secretary and Educational Adviser. In order to assist him, there are two Officers who are known as Joint Education Secretary and Joint Educational Adviser.

Below the Education Secretary, there are many officials in the Ministry of Education who work in different departments. The main departments of the Central Ministry of Education are : Primary and Basic Education ; Secondary Education ; Higher Education ; Technical Education ; Physical Education and Entertainment and Social Education. Besides this, there is also a department for the development of Hindi. The Ministry of Education also makes provision of different types of scholarships for higher education. The Central Government have established the National Council of

Educational Research and Training for the development of educational training and research. This Council has been making significant contribution for the development of education.

An institution known as Indian Council of Cultural Affairs has been organising, maintaining and increasing cultural relations with different countries of the world. To achieve the said objective, the teachers of different countries of the world are invited to deliver lectures in Indian Universities. The promising and meritorious students of other countries are encouraged to receive higher education in India by granting scholarship to them.

Thus we see that the Central Ministry of Education performs different types of educational functions. It is worth mentioning here that the Central Government also looks after the administration of Banaras Hindu University, Aligarh Muslim University, Delhi University and Vishwa Bharti University. Although, these institutions have sufficient freedom in their internal administration yet the Central Government makes provision of their finance and other allied matters.

Recommendations of the Kothari Commission

- (a) *Ministry of Education*.—The Kothari Commission has made the following recommendations in regard to the Ministry of Education :—
 - (i) The system which is prevalent in regard to the appointment of the Education Secretary that some eminent educationist is appointed on this post should be continued. The post of the Education Secretary should be selective and some able and eminent educationist should be appointed on this post. It should be a tenure post and the appointment should be made for a term of six years at the first instance. In extraordinary cases, this term can be extended for 3 or 4 years but thereafter the term of the Education Secretary should not be extended. Half of the Additional or Joint Secretaries should be selected from the Education Departments of the States on the basis of the progress achieved in the field of education and rest of the posts can be filled by eminent educationists and prominent teachers.
 - (2) The Ministry of Education can appoint a Committee to make investigation into different types of necessary studies and to prepare programmes for organisation of different types of studies. In order to determine policies and to make evaluation, a Statistics Section

should be established under the Ministry of Education.

(3) The Central Advisory Board of Education and its permanent Committees should be made more effective and powerful.

(b) *University Grants Commission*.—We have already discussed the organisation and functions of the University Grants Commission in an earlier Chapter.

(c) *The National Council of Educational Research and Training*.—The Commission has made following recommendations in regard to the organisation and functions of the National Council of Educational Research and Training :—

(1) The National Council of Educational Research and Training should be the prominent institution working at the national level for the progress of college education. For the progress of college education, it should seek co-operation of the National Council of College Education, Educational Departments of the States and the State Educational Institutions.

(2) The form of the Executive Committee of the National Council of Educational Research and Training should be All-India. Non official members should be in majority in this Committee and able and efficient teachers of secondary and primary stage having sufficient knowledge in their fields should be represented in it.

(3) This Council should have whole time Director and Joint Director. The Director should be an eminent educationist, and his position (or status) should be equal to that of a Vice-Chancellor. His term should be fixed for 5 years which can be extended once but not beyond that. The Joint Director will be necessary to assist the Director in performance of his functions. He will assist the Director in day to day administrative matters. The Central Educational Institution which is under this Council, should be affiliated with the Delhi University.

(4) It will be better if the Officers of the Education Departments of the States are mutually exchanged.

(5) Campus of the Council should be developed and priority should be given to the erection of buildings.

II. Educational Administration at the State Level

In India, the responsibility of education is mainly on the States. It has been clearly laid down in the Constitution of India that the State Governments are responsible for education within their territories. Hence in the independent India, the administration of education is the responsibility of the State Governments.

Each State has an elected Legislative Assembly. In many States there is also a Legislative Council. The Education Minister of the State presents the Education bill in both the Houses of the State Legislature and after getting the bill passed, he makes provision of the administration of education within his State.

As in the Centre, in each State also there are Deputy Ministers to assist the Minister of Education. In the Secretariat, Education Department is under the charge of an Education Secretary. The Education Secretary appoints State Advisory Board and such other institutions in order to give impetus to the development of education in the State.

Each State has also a Director of Education. There are also Deputy Directors, Assistant Directors, Inspectors of Schools and other officials to perform different types of works.

Recommendations of the Kothari Commission.—It is a matter of great regret that the Education Departments of the States are still based on out of date and obsolete conventions and systems of the British period. In order to remove the defects of the Education Department, Kothari Commission has made the following recommendations :

- (1) An institution should be established to establish harmony in the educational programmes at the State Level.
- (2) A statutory Council of Education under the Chairmanship of the Minister of Education should be established at the State level and eminent educationists of the State level and eminent educationist of the Universities and other fields should be appointed the members of this Council. The Chief function of this Council should be to advise the State Government in matters relating to school education. Annual reports of the Council should be presented in the Legislative Assembly.
- () Like the Educational Adviser of the Government of India, the Education Secretary of the State should also be a famous educationist and not any administrative officer his should be a tenure post.

- (4) The function of the Education secretariat should be to investigate all the administrative and financial problems connected with the education from the Government point of view.
- (5) The Secretariat should give special importance to the Director in regard to technical matters and should render help to him to enable him to work in an effective way.
- (6) There should be a committee consisting of officers working in different department of Education and its meeting should be organised in order to carry on all the works properly and efficiently.

Under the Directorate of Education of State, there is a Education Committee in each District. There is a Zila Parishad (District Board) in each District. This Board is mainly responsible for education in the District. The Education Committee of the Parishad renders help in the educational administration of the District.

Each District is divided into Blocks and each Block has Panchayat Samiti which builds and repairs the building of the Primary schools. Likewise, the Gram Panchayat of each village renders help in the propagation and expansion of compulsory education within its village

In short, in each district the responsibility of the administration of the primary and secondary education is fulfilled with the co-operation of the District Boards and District Inspector of Schools. So far as the Higher Education is concerned, the Universities of the State are independent in respect of their administration although the State Government exercises financial control over them.

PRESENT PATTERN OF EDUCATION

Broadly speaking, there are, at present, following stages of education in the educational set up of the whole India.

1. Pre-Primary.
2. Primary.
3. Junior-Basic.
4. Middle School.
5. Senior-Basic.
6. Post-Basic.
7. High School.
8. Higher-Secondary School.
9. Intermediate.

10. Polytechnic.
11. Professional college.
12. University.

We will now briefly discuss the pattern of education at the above-mentioned different stages :—

- (1) *Pre-Primary stage*.—It is the lowest stage of the educational set-up. Its period of study is ordinarily 3 years. Ordinarily, the provision of this type of education is for the children of 6 years. The number of students at this stage of education is very less. There are a number of Nursery, Infant and Kindergarten schools in the cities. The Government have also established some pre-primary schools. The rest of the schools have been organised by private persons and foreign missionaries. Such type of schools do not at all exist in villages.
- (2) *Primary and Senior Basic*.—In some States the period of education at the second stage is 4 years whereas in some other States it is 5 years. Ordinarily, this type of education is for the children from 6 to 11 years or 7 to 11 years of age.

There are two types of schools at this stage :—

- (i) Primary schools of old type, and
 - (ii) Junior Basic schools of modern type
- (3) *Middle Schools*.—After completing education in primary and junior basic schools, students come in middle schools. Its course of study is of 6 years. Ordinarily, boys and girls of the age group of 11 to 14 years of age receive education in middle schools.
 - (4) *Senior Basic and Post Basic*.—After completing education in Primary and Junior Basic schools, the students can also take admission in the Senior Basic or Post Basic Schools instead of going to Middle schools. The courses of study for the first and second type of schools is 3 years and 5 years respectively. The students receiving education in both these types of schools have no means to receive further education. They cannot take admission in High School or Higher Secondary School. Thus, their studies end after receiving education in these schools.
 - (5) *High and Higher Secondary Schools*.—After having completed education in middle schools, the students go to

high schools. In most of the schools, classes of middle school as well as high school are organised. In some States the period of the course of study is 3 years whereas in some other States it is 4 years. It is 3 years in those States where the curriculum of middle schools is 5 years. In some States there are higher schools in place of High school. The students of the age group of 14 to 17 years study in such schools and the students of the age group of 15 to 16 years study in High schools.

- (6) *Intermediate Classes*.—Intermediate colleges are found only in those States where High Schools have not been converted into the Higher secondary schools and where the course of B. A., B. Sc. or B. Com. in the universities is still 2 years. The students can take admission in the first year of B. A., B. Sc. or B. Com. of the University after successful passing the Intermediate Examination.
- (7) *Polytechnics*.—There are also trade schools, Industrial schools and vocational schools in the country. The students can seek admission in these polytechnics or schools after passing high, higher secondary or intermediate examinations.
- (8) *Professional colleges*.—Professional colleges include the colleges of engineering, technical, technological, metallurgy, architecture, medicine, commerce etc. To take admission in these institutions, it is necessary that the students should have passed intermediate, Higher secondary, pre-university, B. Sc. or B. Com. examination.
- (9) *University*.—The periods of the courses of study of different universities are different. The States where there are High schools and Inter classes, the degree course is of two years; the States where there are Higher secondary schools, the degree course is of 3 years. In the former and latter types of States, the students having passed Intermediate and High secondary examinations respectively can take admission in the universities.

III. Four-year Degree Course in Education

According to an important recommendation of the Baroda Study Group, Four-year Degree course in education should be started after the Higher secondary examination. In consequence

of this recommendation, four-year degree course in education have been started in the Regional Colleges of Education of Ajmer, Bhopal, Bhubhneshwar and Mysore and in the Kurkshetra University of the State of Punjab. This course has ushered in a new chapter in history of teacher-education in India. It is a new experiment in the field of education. Following are its prominent features :—

- (i) *Aim.* The chief aim of this course is to prepare suitable type of teachers who should be skilled in the real teaching work in addition to their knowledge, while throwing light on the importance of the teacher, the Secondary Education Commission had remarked :

“We are convinced that the most important factor in the contemplated educational reconstruction is the teacher his personal qualities his educational qualifications, his professional training, and the place he occupies in the school as well as in the community.”

The preparation of this type of teacher is not possible by the professional training of 9 months, as is being done presently. According to an ancient Chinese saying :

“If you wish to plan for one year, plant grain, If you wish to plan for ten years, plant tress, If you wish to plan for hundred years, plant men.”

This is, in fact, the aim of Four-Year Degree Course in Education. Under this course four years instead of 9 months shall be available for preparing right and suitable type of teachers. The reason is this that they will remain in contact with the students for a longer time and thus they will acquire sufficient knowledge about the habits, interests and view-points of the students.

- (ii) *Form of Education.* The form of the education which is given to the teachers under the Four Year Degree Course, is as follows :—

- (a) General and Liberal Education.
- (b) Specialised Education.
- (c) Professional Education.

- (a) *General and Liberal Education.* It is expected that this education will develop such qualities in the teacher whereby he will acquaint his students with national heritage, man's constructive desire and the world of entertainment. To achieve this aim, he will have to study following subjects during four years of his course :—

- (i) Languages-Regional language and English,
 - (ii) Social Science,
 - (iii) Mathematics,
 - (iv) Natural sciences,
 - (v) Art and Crafts,
 - (vi) Health and Physical Education.
- (b) *Specialised education.* The teachers should have specialised knowledge of the subjects which they have to teach to the students. In other words, they should have complete knowledge of their subjects. He should not only have specialised knowledge of his subjects but he should also know those methods through which his subjects can be extended. The trained graduate teachers of Higher secondary and multi-purpose schools of India have sometimes to teach more than one subject. In addition to this, they have to teach 'core' subjects in classes IX and X and 'elective' subjects in class XI. They will be able to teach these subjects efficiently when they have wide and deep study of these subjects. For example, a science teacher should have thorough knowledge of any scientific subject. Besides this, he should also have good knowledge of natural sciences, biological sciences etc. It is only then he will be able to teach efficiently 'core' subjects to the students of classes IX and X and 'elective' subjects to the students of class XI.

Conventionally, the period of the course of training of teachers in India is 9 months which, in fact, is not more than 6 months in any way. It is not possible for the students receiving teacher's training to have complete knowledge of any subject, within so short a period. After completing 9 months course, they are deemed to be trained teachers although they are not able to acquire so much knowledge of any subject as is necessary for the performance of their duties efficiently. That is why, when they are appointed in any Higher secondary or multi-purpose school after having completed their training course, they are not successful in teaching work.

- (c) *Professional education.*—Professional knowledge is that necessary basis on which man builds his abilities and professional view-points. It is through the theory and practice of professional education that the teacher develops to the utmost or maximum limit his ability and view points of profession. Vast professional knowledge is necessary for able teachers in the field of edu-

cational psychology, educational philosophy, social science, history, problems of education, guidance and counselling, evaluation etc. All this cannot be taught within the period of the training course of 9 months, no matter how much the curriculum may be reformed and teaching methods of the training colleges may be changed. In addition to this, in conventional training schools professional education is considered a separate field of study and hence it is not possible to give this type of education. It is possible only when general knowledge, which gives command to the teacher over his subjects and professional education, builds his abilities and view-points of his profession, are unified. This endeavour has been made in the four-year degree course in education.

In the four-year course in education, general education and professional education are given in such a way as increases the professional ability of the teacher. During four years training period, his personality is developed and full opportunity is given to him to observe the school's classes, different teaching methods and the students. He is also given the opportunity to study independently, use the library and to make use of these in preparing his teaching materials. Thus, he learns by doing to achieve all these objectives. The present 9 months course cannot be said to be sufficient in any way to enable the teacher to achieve these objectives.

Following are the five main parts of the professional education given in Regional colleges :—

- (i) Guidance,
- (ii) Evaluation,
- (iii) School-Organisation,
- (iv) Curriculum Planning, and
- (v) Health and Physical education.

IV. Correspondence schools and Courses.

In the independent India, all the citizens possess equal rights to receive education. The Government have also been endeavouring to see that utmost propagation and expansion of education are made. With this aim in view, education has been made compulsory, free and universal for the children from 6 to 14 years of age. But the question arises will the children not acquire education after the age of 14 years? It is possible that some of them may leave education on account of some reasons. But the rest of the boys and girls will study in High schools and higher secondary schools. Some of these students will also be desirous of receiving education in Degree colleges and universities.

At this stage, a situation arises whose solution is not easy. In fact, there is a great lack of the institutions of Higher Education in the country. Their number is not so much as to accomodate all the students desirous of seeking admissions. In order to solve this problem, the Government prepared a scheme of correspondence schools and courses and established Directorate of correspondence course at Delhi in 1962.

This type of schools and courses have been opposed by some educationists. They contend that in the field of Higher education, emphasis should be given on the qualitative progress and not on the quantitative increase. Only as many students should be admitted in the colleges and universities as is necessary for the country. It may, however, be pointed out here that these educationists forget that it would violate their right of equality. Moreover, proper and complete provision of higher education in a country is not only desirable but also necessary in a civilised country. Thus, we see that attitude adopted by these educationists towards correspondence schools and courses is wrong, improper and baseless.

Much can be said in favour of the correspondence schools and courses. This type of schools exist in England, United States of America, Russia and many other countries. It has been proved in these country that the education given through correspondence schools and courses can be as beneficial and effective as the education given in established institutions. The reason is this that the lessons which the students receive through correspondence courses are, prepared by the teachers who are experts in their subjects. An ordinary teacher of any college or university is not able to prepare them. The answers given by the students are carefully examined and returned to the students along with the next lessons so as to make them know the errors which they committed in early lessons. There are very few such lecturers and professors in our colleges and universities who examine the written works of the students and tell them their mistakes. Probably such lecturers and professors are so few that they can be counted on fingers.

It is very heartening to note that "the Directorate of correspondence course" has decided that correspondence students will have the same curriculum, the same examination and be awarded the same degree as regular institutions of Delhi University.

V Regional Colleges of Education

- (i) *Causes for the establishment of Regional Colliges.*—The Secondary Education Commission of 1953 had recommended the establishment of 4 Regional Training Colleges to prepare teachers for practical and scientific subjects for multi-purpose schools. The Ministry of

Education of the Government of India accepted the recommendations of the said Commission and decided to establish Regional Colleges of Education for imparting training to the teachers of multi-purpose and secondary schools. It was also decided that the number of such colleges would be 4. These colleges started working since July, 1963.

(ii) *Aims of Regional Colleges.*—Following are the aims of Regional Colleges :—

- (a) To prepare teachers for the multi-purpose schools.
- (b) To prepare teachers for the subjects such as science, crafts, agriculture, commerce, Home science and Fine arts.
- (c) To provide in-service education for the teachers of practical subjects working in multi-purpose schools.
- (d) To make provision of in-service education and field work for the teachers, supervisors and administrators connected with the multi-purpose schools within the jurisdiction of the Regional colleges,
- (e) To organise and develop a Model Demonstration Multi-purpose school.
- (f) To work for reforming teaching methods
- (g) To work as Regional centres for Extensive services.
- (h) To evolve and develop new methods of teacher-education and to implement them.

(iii) *Situation of Regional Colleges.*—At present, there are 4 Regional Colleges in India. They are situated in northern, southern, eastern and western regions. Their situation is as follows :—

Situation	ionReg	State and jurisdiction
Ajmer	Northern	Jammu and Kashmir, Punjab, Rajasthan, U. P. Delhi and Himachal Pradesh.
Bhubhneswar	Eastern	Assam, Bihar, Orissa, West Bengal Manipur, Tripura, and NEFA.
Bhopal	Western	Maharashtra, M. P. and Gujrat.
Mysore	Southern	Andhra Pradesh, Mysore, Madras and Kerala.

(iv) *Programme of Regional colleges.*—Each Regional College has the following programme :—

- (i) Four years-programme for preparing science teachers.
- (ii) Four years programme for preparing teachers of technology.
- (iii) One year programme of teacher education of each of the following subjects :—
 - (a) Agriculture,
 - (b) Commerce.
 - (c) Fine Arts (only in Regional colleges of Bhopal and Bhubhneshwar)
 - (d) Home Science (only in Regional colleges of Ajmer and Mysore)
 - (e) Science, and
 - (f) Technology.
- (iv) Programme of In-service Education.
- (v) Following three types of programmes for craft teachers.
 - (a) Programme of one year Diploma Course.
 - (b) Programme of two years Diploma Course.
 - (c) Programme of two years Degree Course.

VI Physical Education

1. National Plan of Physical Education and Recreation.—

The National Plan of Physical Education and Research has been enforced for developing Institutions and colleges imparting physical education. Following are the aims of this Plan :—

- (a) Implementation of the curriculum of Physical Education.
- (b) To grant scholarships for higher studies in physical education.
- (c) To give financial aid to gymnasiums etc.
- (d) To organise physical efficiency weeks and festivals.
- (e) To prepare documentaries films relating to physical education.

2. Lakshmi Bai College of Physical Education.—The Government of India have established Lakshmi Bai College of Physical Education at Gwalior in 1957. In the beginning, this College started three years degree course of physical education. In 1963, a two years post graduate course was also started in which Master's

Degree is awarded after the successful completion of two years-course. The boys as well as girls can seek admission in this college. There is the provision of the admission of 300 students for degree course and 50 students for post graduate degree.

3. Games and sports.—Following works are being done in order to encourage games and sports :—

- (a) Financial grants are given to the national organisations of sports and games, foreign teams are invited to play in India and national competitions are organised.
- (b) Coaching centres have been opened under Raj Kumari Sports and Games Coaching Scheme.
- (c) In most of the States, State Councils of Sports have been established and in rest of the States efforts are being made to establish them.
- (d) An All-India Council of Sports has been established at the central level. This Council advises the Government in regard to the development of sports and games in the country.

National Discipline Scheme.—In order to inculcate the feeling of discipline in the youths of the country and in order to develop ideals of citizenship of the displaced boys and girls, Physical and General Social Training Scheme was started in July, 1954. It was inaugurated in Delhi at 'Kasturba Niketan'. Thereafter, this scheme has also been implemented in many States.

4. New Schemes of Physical Education.—The emergency schemes of National Discipline and Physical Education which establish harmony in different schemes of physical education at the school level are the main programmes of physical education. This Programme covers nearly one crore students of classes VI to X. The aim of this programme is to increase the physical strength of the students. All the schools of the whole country have been asked to devote five hours every week for this work.

Efforts have been made to bring all the existing literate persons into a uniform programme and provision has been made for 15,000 teachers for imparting physical education and 3200 instructors in National Discipline Scheme Training will also be given to 6450 new instructors under this scheme.

The scheme prepared by the National Education Research and Training Council deserves special mention in this connection. This programme is called 'school security group' and under this programme works relating to curriculum shall be regulated and it shall

be used for uniting youths for national security. The Central Government have accepted this programme and the State Governments have been asked to implement this programme.

At the University stage, all the universities have been asked to impart training to all students who are physically fit and 4 hours every week should be set-apart for this purpose.

The Ministry of Education gives grants to different institutions to organise Labour and social service camps. In order to develop sports and games, financial grants are given to different sports and Games organisations and also to Bharat Scouts and Guides to organise different activities.

The Youth Hostel's Association of India has also been established. This Association will perform the function of investigating the progress of Youth Hostels' Movement and to give appropriate directions from time to time in this field. This Association has so far built 14 Youth Hostels.

From among the programmes which have been started by the Ministry of Education, following programmes deserve special mention :

- (a) National Physical Efficiency Drive,
- (b) Publication of an Illustrated book on Physical Education for school boys.
- (c) To prepare such a book for girls also.
- (d) To publish a series of pamphlets giving information regarding some selected sports and games for educational institutions.

VII Youth Welfare

Many activities can be mentioned in the field of youth welfare. Inter-university youth festivals and inter-colleges youth Festivals are being organised since 1954. Youth leadership training camps are also being organised.

In 1958-59, the work of the schemes of Labour and service camps was extended by the Minister of education and 34 lakhs of rupees were given by the Government for the organisation of Labour and Social Service camps.

Youths are given travelling concessions and financial help for visiting the places of historical and cultural significance. Financial grants were also given by the Central Government to the universities, State Governments and Union territories to build Halls, Cinema Houses, Theatres, Gymnasiums, Swimming tanks, open theatres and stadium for entertainment in the year 1958-5.

The different schemes of youth welfare were continued, as it were, in the year 1959-60. The chief aim of these schemes was to

build character of the youths and to develop their qualities of leadership. Full expenses that were given to the students for visiting places of historical and cultural significance was stopped since July 1959. Now, for these travels only maximum amount of Rs. 60/- per head is given to each student. Rs. 3. 14 lakhs were given to different educational institutions under this scheme. 2360 students and teachers travelled different places on the financial help of the State Governments.

It was recommended by the Estimate Committee that Youth Festivals should also be organised at other places beside Delhi. According to this recommendation, youth Festivals are now organised annually at some or the other university. The universities are given financial grants for organising Inter-College Youth Festivals.

Following programmes are organised under the Scheme of Youth Welfare :—

- (a) Organisation of annual Inter University Youth Festival.
- (b) Financial help to the Universities for the organisation of Inter College Youth Festivals.
- (c) Financial help to the Universities for successful implementation of Youth Welfare works and for progress and harmony of Youth Welfare Boards and Committees.
- (d) Organisation of Labour and Social Service Camps for inculcating respect in the students towards manual labour and to bring them in contact with rural life.
- (e) Financial help for making provision of Gymnasiums, Swimming tanks, theatres, Halls for entertainment, Open theatres etc. for the students of universities and other educational institutions.
- (f) Development of scouting in schools.

VIII Emotional Integration Committee :—

(a) *Appointment of the Committee.*—The Conference of Education Ministers held in November 1960 expressed regret and anxiety towards constant increase of disintegrating tendencies in the country. Hence, the Conference recommended the appointment of a Committee by the Central Education Ministry to study this problem and to suggest definite educational ways and means for achieving emotional integration. Accepting the recommendations of the Conference, the Central Ministry of Education appointed the Emotional Integration Committee in May 1961 under the Chairmanship of Dr. Sampurnanand.

Terms of Reference of the Committee.—The following were the terms of reference of the Committee :—

- (i) To study educational works for discussion and development of the processes of emotional integration in national integration in national life.
- (ii) To study the works of tendencies creating obstacles in the development of these activities.
- (iii) To advise the youths generally and the students of the schools and colleges especially in regard to the definite educational programmes on the basis of its study so that forces of emotional integration may be strengthened.

The first meeting of the Committee was presided over by Dr. K. L. Shrimali, the then Central Minister of Education in New Delhi on July 10, 1961. Hereafter, the Committee started studying the problem in question through different methods and submitted its report nearly after one year in 1962.

IX Ideas and suggestions of the Committee

- (i) **Role of Education.**—Describing the role of education in establishing emotional integration, the report of the Committee on Emotional Integration remarked the following :—

“Education can play a vital role in strengthening emotional integration. It is felt that education should not only aim at imparting knowledge but should develop all aspects of a student's personality. It should broaden the outlook, foster a feeling of oneness and nationalism and a spirit of sacrifice and tolerance so that narrow group interests are submerged in the larger interests of the country.”

- (ii) **Important suggestions.**—The important suggestions made by the Committee are mentioned below :—

- (a) The curricula of the schools and colleges should be re-organised keeping in view the needs of a secular state.
- (b) Extra-curricular activities relating to studies should be given important place in the curricula.
- (c) Social studies should be emphasised at all the stages of education.
- (d) In order to popularise Hindi in non-Hindi areas, Hindi books should be published in Roman script.

- (e) There should be a definite uniform of the students of each school.
- (f) The students of the schools should be taught to sing national songs.
- (g) All the students of the country should be taught to respect the national flag.
- (h) From time to time, lectures on 'Unity of India' should be given in the schools.
- (i) 26th January, 15th August and 2nd October should be celebrated with full preparations and pump and show as national days in each school.
- (j) Lectures on the 'Unity of India' should be delivered from time to time in each school.
- (k) Twice every year the students should be administered the oath that they shall be ever prepared to dedicate their services for their countrymen.
- (l) Each school should stage dramas four times every year in open fields.
- (m) The students of one State should travel other States.
- (n) All India Youth Council should be established to establish harmony in different youth programmes.
- (o) There should be mutual exchange of teachers among universities.
- (p) A minimum salary should be fixed for the teachers of primary, middle and secondary schools throughout the country.

X National Fitness Corps.

Meaning — As described in a pamphlet on National Fitness Corps, "The National Fitness Corps is a comprehensive youth programme adopted on a national scale combining activities designed to develop the total personality of Indian youth".

Programme of the scheme.—The scheme of National Fitness Corps is an integrated programme of physical education in which the best things of the present schemes of physical education, National Discipline, N. C. C. etc. are included. This has been done by accepting the recommendations of a Committee appointed under the Chairmanship of Sri Kunzru. This integrated programme has been accepted and implemented in most of the States and union territories :—

Aims of the scheme.—Following are two main aims of this scheme :—

- (i) To make the youths physically strong and tolerant by awakening the feeling of physical efficiency firmness, tolerance, courage, discipline and patriotism.
- (ii) To develop the feeling of respect towards democratic values in life in the students and to develop their love and devotion towards their nation, its ancient history and its future.

Programme of the scheme.—The programme of the scheme of National Fitness Corps includes the following :—

- (i) Exercise tables,
- (ii) Drill Marching,
- (iii) Lezium,
- (iv) Track and Field Events,
- (v) Games and Relays,
- (vi) Gymnastic for boys and Folk dances for girls,
- (vii) Simple combates, wrestling and Judo,
- (viii) Hiking and cross country races,
- (ix) Instruction and practice in tests,
- (x) Field craft for boys and Home-Nursing for girls.
- (xi) Information on Indian Constitution and Democratic set-up.
- (xii) Practical Projects and Community Singing.

Activities of the Corps.—In order to create an awakening towards physical health in the people, National Physical Efficiency Drive was enforced under the Scheme of National Fitness Corps. In November 1964, this movement was organised in the whole country. With a view to achieve success of this movement, nearly 4,800 centres were established and it appears from the information gathered that about 10 lac persons participated in this movement. In 1966-67 also, this programme was organised in the whole country from November 1966 to January 1967. In order to give permanent form to this movement, financial aid has been granted for the establishment of 150 permanent centres.

All the High and Higher Secondary Schools of the country shall be included under this scheme. More than 18,000 teachers have been trained under this Scheme by the end of the year 1966-67.

XI Central Schools

Establishment.—The Second Pay Commission recommended that provision should be made for the education of the children of

the employees of the Central Government who are transferred from one place to another. The Central Government accepted and implemented the scheme of Central schools as suggested by the Second Pay Commission. Hundred schools which are called 'central schools' have been established under this scheme.

Features of the Central schools.—The curriculum and the medium of instructions of all central schools is same. All the schools prepare their students for the same examination which is called All-India Higher Secondary Examination. It is organised by the Central Board of Secondary Education which is situated at New Delhi. The Central Schools are being developed into High categories of such schools where the guardians have to spend less money to give education to their children.

Students seeking admission.—The children of the following categories of persons are admitted in these schools :—

- (i) Those employees of the Central Government whose jobs are transferable.
- (ii) Military employees
- (iii) Employees of All-India Services
- (iv) Employees of autonomous bodies receiving financial help from Government.
- (v) Persons of Floating and Local population.

Expenditure of the schools and tuition fee.—The Central Government meets all the expenditure of the Central schools. No tuition fee is charged from the students of classes I to VIII. Tuition fee of Rs. 6/- Rs. 7/- and Rs 8/- are taken in classes IX, X and XI respectively. No tuition fee is charged from the children of scheduled castes in each class.

Medium of instruction.—English and Hindi are the two mediums of instruction in the central schools. The students of each class of the central schools are divided into two groups. Education is imparted to one group through the medium of English and to the other group through the medium of Hindi. Thus the central schools are the schools of double mediums of education. It was remarked by the Education Commission of 1964-65 that "Good education can be imparted to Indian students only through the modern Indian languages".

Being encouraged with this view of the Education Commission, there arose a controversy in regard to the medium of education considering that being influenced with this view, only Hindi or English be not made the medium of instruction, Secretary of the Central School Organisation issued directives to the Principals of

the Central schools that "Medium of instructions will be Hindi and English". It was further confirmed by Sri Bhagwat Jha Azad, the then State Minister for Education who remarked the following in a Press Conference :—

"The instructions given to the Central schools conformed to the cabinet's decision that Hindi and English will be the medium of instruction in those schools."

Situation of the Central schools.—The Central schools are situated at the following places :—

1. *Andhra Pradesh*.—Secunderabad (2 schools) Golconda Vishakhapatnam, Tirupati.
2. *Assam*.—Gauhati, Jorhat, Shillong :
3. *Bihar*.—Dinapur, Cantt. Patna, Jawaharnagar, Ranchi.
4. *Gujrat*.—Jamnagar, Ahmedabad, Baroda, Rajkot, Surat ;
5. *Jammu & Kashmir*.—Udhampur
6. *Kerala*.—Cochin, Trivandrum, Erna Kulum, Kojhibad ;
7. *Madhya Pradesh*—Amla, Sagar, Pachmarhi, Bhopal Indore, Gwalior, Jabalpur ;
8. *Madras*.—Avadi (two schools), Madras (two schools) Tambaram, Coimbotore, Madurai, Tiruchi ;
9. *Maharashtra*.—Ahmadnagar, Bombay (3 schools), Dehuroad, Kirkee, Kharag-vasla, Lonavala, Nasik Road Camp, Ambarnath, Deolali, Nagpur, Poona (2 schools) Hubli, Manglore.
10. *Orissa*.—Puri, Sambhalpur ;
11. *Punjab*.—Ambala (2 schools) Ferojpur, Jullundhar Shimla, Adampur Halwada, Chandigarh ;
12. *Uttar Pradesh*.—Agra (2 schools) Bareilly (2 schools), Dehradun (2 schools), Jhansi Cantt. Kanpur (2 schools) Ranikhet, Lansdown, Lucknow Cantt, Manauri, Meerut (2 schools), Roorkee, Babena cantt, Fatehpur, Mathura, Varanasi
13. *West Bengal*.—Barrackpore, Panagarh,
14. *Delhi*.—New Delhi, Delhi Cantt.
15. *Manipur*.—Imphal.

Chapter XIV

SOME EXPERIMENTS IN INDIAN EDUCATION

Q. *Discuss in brief some chief experiments in Indian education.*
Or

Write notes on the following :—

(a) *Vishwa Bharti*, (b) *Arbindo Ashram*, (c) *Jamia-Milia Islamia* (d) *Vanasthali Vidyapith* (e) *Vidya Bhawan, Udaipur*, (f) *S. N. D. T. Women University*, (g) *Gurukul*.

Introduction.—While the Indians launched the Swadeshi movement and adopted the programme of the development of trade and industries in the country in order to free themselves from economic exploitation ; and in order to remove social anomalies, they launched the Movements such as Removal of Caste distinctions and untouchability etc. they also boycotted the English Educational system in their country, so as to free themselves from the mental and intellectual slavery of the British. In consequence of this Movement, many experiments were made in different parts of the country in the field of education and national educational institutions were established. We have already discussed in brief such prominent institution. We will now discuss them in a little detail in this Chapter. The more prominent of such experiments are Wardha scheme, (basic education) ; *Vishwa Bharti* ; *Shanti Niketan* ; *Arbindo Ashram*, Pondicherry ; *Jamia Milia Islamia* ; *Banasthali Vidyapith*, Rajatshan ; *Vidya Bhawan*, Udaipur ; *Gurukul* ; rural institute and *S. N. D. T. Womens' University*, Poona etc. We have already discussed in detail the Wardha Scheme, while discussing the history of the development of Indian Education. We will now discuss below the other experiments in the field of Indian education.

Vishwa Bharti

This experiment is very important historical event in the field of Indian education. It was founded by Maharshi Ravindra Nath Tagore at a place called Bolepur, which is nearly 1 1/2 mile away from Calcutta. This institution was established in natural surroundings and free environment and it has the result of Tagore's feeling of revolt against the unreal, unuseful and complicated existing educational system.

In his early student-life, Ravindra Nath Tagore had experienced the complicated nature of the existing educational system. He believed that this education was totally incapable of developing most of the natural powers and qualities of the child. It fails to make the development of his body, mind and soul and leads him away from the realities of life, world and nature. Tagore was against the artificial environment. He was himself a poet, philosopher, artist and an educationist of a high category. He was of the view that the child should have proper and free environment for his complete development. He was against the unnatural control which proves to be detrimental in the development of natural faculties of the child. Tagore was a staunch devotee of the Nature. He visualised the presence of the creator in every particle of the nature. He also believes in the principle of universal brotherhood. The distinction of caste, class and nationality etc., were artificial and unnecessary in his view. He was of the view that man can see eternal truth through the medium of nature. According to him, the realisation of the 'Brahma' was possible only through the realisation of the 'Nature.' In spite of the diversity of the human beings and nations, there is a basic unity and on the spiritual level, all the human being, cultures and philosophies are one. He believed in the realisation of 'Satyam, Shivam, Sundaram' (Truth, Goodness and Beauty) through education, meditation and art.

On this educational and philosophical background, Tagore, endeavoured to make an experiment in the field of education. He started his experiment by taking with him only 10 students. He started a school at Bolepur and devoted himself with all heart and soul to give a practical shape to his educational and philosophical ideas. This site was selected by Tagore's father Maharshi Devendra Nath for the worship of God. Tagore also selected this place for his great experiment in education and named it 'Shanti-Niketan.' By the year 1922, this Institution acquired world-wide fame and it became a meeting centre of East and West education, culture and civilisation. After the attainment of independence, the National Government included it in the list of Central Universities and took upon itself the responsibility of its development but it is still free from Government interference.

Following aims were determined at the time of establishment of Vishwa Bharti University :—

- (1) To study the mind of man with the aim of realisation of different forms of the truth.
- (2) To establish mutual close realisation with eastern countries after patient study and research of different cul-

tures of the eastern countries on the basis of their internal unity.

- (3) To increase contacts with eastern countries on the basis of oneness of this philosophy of life prevalent in Asia.
- (4) To spread and exchange free ideas by increasing goodwill between East and West on the basis of unity for the establishment of world peace.
- (5) Keeping in view these ideals, to establish such a cultural centre at Shanti-Niketan where study and research may be conducted in religion, literature, history, science and arts of civilisation of Hindu, Buddhist, Jain, Muslim, Sikh and Christian etc., where harmony may be established between art of east and west; where unity may be established between different thinkers and philosophers by remaining in a pious external environment suitable for spiritual consciousness and where the gulf of caste, class, nationality and religion etc., among the nations may be bridged in the name of that Great Almighty God, who is Truth, Benevolence and One.

The whole University is divided into various units, which are as follows :—

- (a) Shiksha Bhawan, where education of university stage is imparted and which is connected with Calcutta University.
- (b) Vidya Bhawan, the college of under-graduates and post graduate studies and research.
- (c) Kala Bhawan, the college of fine arts and crafts.
- (d) China Bhawan, the school of language *e. g.*, Chinese, Tibetan etc.
- (e) Shishu Bhawan, *i. e.*, nursery school.
- (f) Path Bhawan, which is a school section upto matriculation examination.
- (g) Sangeet Bhawan, the college of music and dancing.
- (h) Shanti-Niketan, the Institution of rural reconstruction.
- (i) Shiksha Satra or Higher School with a rural bias.
- (j) Shilpa Sadan or college of natural training.

The chief aim of these Institutions is cultural and philosophical. Addition to this, keeping in view the material prosperity and development, School of Industries and Institute of Rural Recon-

struction have also been established. The aim of the School of Industries is to encourage local cottage industries. The aim of the Institute of Reconstruction is to study different problems, rural, economic, cultural and relating to health and to present the solutions relating to these problems. This Institution also includes the development of culture, dairying, cottage industries, rural welfare, sanitation and educational and rural cultural development. In all these works, the students are given training by able and efficient teachers. The students and the teachers go to villages in groups and organise the work of social services there.

2. Arbindo Ashram.—After returning from England, Sri Arbindo took up teaching work in a college of Baroda. During this period, he made a deep study of culture, other Indian languages and Indian philosophy. At the time of partition of Bengal in 1907, he resigned from the service of college and started taking active part in national movement. He was full of the feeling of high type of patriotism. He declared that India should determine her aim of achieving political freedom. During this period Sri Arbindo had to go to jail several times on account of his political activities. In 1908, when he was in Alipur jail, he decided to change the field of his life. He realised that his was the spiritual field and he has to give the message of Indian spiritualism to the whole world. Consequently, he left public life and established an Ashram in Pondicherry in 1910. He remained here for the rest of the life and left this material world for his heavenly abode in the year 1950.

Life and Philosophy of Sri Arbindo.—Sri Arbindo was a great Yogi. He devoted himself to the practice of Yoga throughout his life and found out the grave and deep secrets of life. His philosophy was mainly based on the Vedanta of Upanishads. The feelings of modern progressiveism had also influenced his ideas. He was of the firm conviction that man is only a transitory and a changeable creature. This is not his ultimate form. After raising several steps above manhood, there is the supermanhood which is our ultimate goal and which will free us from the material life of this world.

According to Sri Arbindo, the mind of man remains imprisoned in his body. It is not only source of highest consciousness because this mind cannot have the knowledge of truth. It is only an ignorant enquirer of that truth. Apart from this mind, there is supermental power which is the eternal Master of the truth. In the process of development, man will definitely achieve that supermental power of supermanhood some day. It is the law of the nature. Supermental power is an unlimited consciousness, which is beyond physical mind. In fact, supermental power is the basis of philosophy of the life of Arbindo. To arouse the consciousness and thereby to realise the soul through internal light and consciousness is the aim

of human life. To achieve this spiritual consciousness is the climax or the completeness of development in the view of Sri Arbindo. With the development of this consciousness it will proceed towards more and more minuter life. It is the aim of human life to visualise and see that eternal and true soul which is the basis of eternal truth by rising above the conditions of mind such as emotions, self-consciousness and feeling etc. The man has ultimately to reach this truth.

Sri Arbindo was a great Yogi but the aim of his Yoga was not the renunciation of society, nation or world. He always delivered the message of welfare of man and the world. He always dreamed of the development of human race and world through the development of individual. He believed that unless and until man was able to do his own welfare of the world. This is possible only through the 'Yoga'. The same distance which exists between animal and man also exists between the existing man and superman. This distance can be bridged up in this life also through the Yoga and we can achieve supermental consciousness. The means through which this great change can be brought about, have been called 'integral Yoga' by Sri Arbindo. He calls it 'internal Yoga' because through it completeness or integration can be achieved. Therefore, it means that life should be dedicated for achieving this great change.

Under the integral Yoga, the person who wishes to achieve supermental consciousness has to devote all his powers in the realisation of God. In the words of Sri Arbindo, the aim of this integral Yoga is to bring about the consciousness, power, light and truth in this world. Sri Arbindo believed that person who wishes to achieve supermental consciousness can do so by destroying the feeling of self and developing his soul and consciousness to the utmost limit.

Educational philosophy of Sri Arbindo.—Sri Arbindo believed in the complete development of man through spiritual education. According to him only that education is real and true which develops all the inherent powers of the individual and from which he derives complete benefits. This education helps to make the human life successful. Besides this, it helps to establish true relationship between life and mind and soul of that complete humanity of whom he himself is a part.

Sri Arbindo regarded conscience as the main part of education. According to him, there are 4 aspects of the conscience—heart, mind, intellect and knowledge. In his view, these powers of man have been constantly developing. Hence, the education should be such as may develop these powers of man. Only acquiring of knowledge was not education according to him. The education should be such as may develop the man at all stages, no matter whether he be a child, a youth or adult.

Sri Arbindo believed in the independence of child. According to him, education should be based on the nature and psychological condition of the child. Child is not a substance, which may be moulded according to wish of the parents or the teacher. Each individual has a self-developing soul. The duty of education is only to help the child to acquire education through his own efforts so as to help him to develop his intellectual, spiritual and creative powers.

It was the view of Sri Arbindo that the development of the individual does not mean the complete development of his physical powers and the complete satisfaction of his intellectual, emotional and physical passions but its aim is to enlighten him according to his complete capacity, talent, power, love and universality. Only after attaining this enlightenment, he conceives complete duty and happiness. Thus, like 'integral Yoga', Sri Arbindo believed in 'integral education'. In fact, that central part of man which is basically one, complete and one essential truth ; and which is capable to oneness in the personality of man or in his body, sense and mind, is the central element of our personality. Thus, the development of complete man is the central truth of the 'integral education' of Sri Arbindo.

Ashram.—In order to give a practical form and shape to his philosophy of life and education, he founded an Ashram at Pondicherry in 1920. He not only believed, in principles, in progressive education but was also in favour of giving it a practical and active shape. Sri Arbindo Ashram is not only an experiment in Indian education but it is also an ideal experiment in the method of living of life.

This Ashram is a glaring example of the personality of Sri Arbindo. We cannot call it in any way a well-organised and well-planned educational institution. When nearly half a century ago, Sri Arbindo came in Pondicherry, some of his followers came along with him. They started living with him like the members of the family. In 1920 a French lady, who is now called 'the mother' came and settled in the Ashram. The development of the Ashram took place after the coming of the 'mother' and now the number of inhabitants in the Ashram has increased from 8 (which was in the beginning) to more than 800. This Ashram is not a monastery where saffron-clothed monks or children live. It is a family of the persons who are in the quest of knowing and achieving spiritual power and where every year men and women from different nations come to gain spiritual benefits besides the permanent inhabitants of the Ashram.

Only such persons are admitted in the Ashram, who according to 'mother' have already had internal inspiration of spiritual life.

There is no discrimination of caste, class, religion, sex, race or nationality etc., for admission in the Ashram. That is why, men and women, children, youths and old persons of all the nations live in the Ashram. All the inhabitants of the Ashram lead their life on the basis of the ideals of Sri Arbindo under the guidance of 'mother'.

All the inhabitants of the Ashram perform most of their works with their own hands. They have complete freedom of doing works according to their interest, capability and ability. Of course, the distribution of work is also made. The feeling of selfless service is the basis of all works being done in the Ashram. All the works are deemed to be dedicated to God.

This Ashram is a modern Ashram which is full of the basic special features of the Ashrams of the ancient sages. The 'mother' and some prominent inhabitants of the Ashram live in the central building of the Ashram. Its buildings are scattered far and wide and there is an environment of health, sanitation, and peace. Library, reading room, Ashram, Bank, Prayer house and fields etc., are all situated within the Ashram. Besides this, there is also provision of hospital, mess, dairy, engineering workshop, laundry, grain store, press, Ashram, school etc., which are run under the supervision and management of 'mother'. There are more than 100 buildings in this Ashram.

There are nearly 800 inhabitants living in this Ashram belonging to India, Europe, America, etc., and including poets, musicians, retired high government officers, judges, professors, doctors, lawyers, engineers, monks etc., who pass their time in spiritual meditation. It is an astonishing feature of this Ashram that while high class of meditation is perhaps the main feature of this Ashram, on the other hand, worldly and material life is not altogether disregarded. For example, there is the provision of foundry, dairy, laundry, printing press, fields, gardens, spinning and weaving, etc., in the Ashram. All these works and industries are run and organised voluntarily by the inhabitants. Despite all sorts of freedom, there is an environment of spiritualism, self control and discipline in the Ashram. In spite of the diversity of life, there is a universal unity.

Ashram School.—This school was founded in 1943 for the children of the members of the Arbindo Ashram. In the beginning, this school was established for only 32 children but at present there are 300 students belonging to different countries, races and religion in this school. The number of Bengali and Gujrati students is more than the students of other provinces and countries. This school has 2 parts—junior and secondary. Besides this, there are also many students studying different languages. For adults also, provision has been made for the teaching French, German, English, Sanskrit, Tamil and other languages. Besides the main subjects such as

mathematics, chemistry, geography, history etc., in the school different languages and their literature have also been included in the curriculum. Main subjects are taught from junior to secondary stage in each class according to grade. These subjects are taught through the medium of French language. The students are divided into different groups according to the standard of their knowledge and language. Because of the diversity of the back-ground of the students, it becomes necessary to provide diversity of teachers also. Consequently, a large number of teachers are there to teach the students. The standard of secondary school is ordinarily equal to the matriculation of different provinces of India and 'baccalauriate standard' of France. There is a well equipped laboratory for giving practical knowledge to the students in scientific subjects. Proper place has also been given to art and music in the curriculum.

A special feature of this school is this that conventional examinations are not held here. The education of this school is free from conventional examinations. The students are declared to have passed only on the reports of the teacher and the tests held in the classes. If any student wishes to appear at the 'baccalauriate' examination of France or matriculation examination of India, England or America, then proper arrangements are made for his study and his curriculum is also modified accordingly.

All the children are given the education of leading collective independent life. Under the rules of Ashram, all the students are given complete opportunity to develop their personality. Sri Arbindo himself believed in the complete freedom of the students and hence in this school opportunities of self-development are provided to the students on the basis of the ideals of Sri Arbindo. Most of the boys live in the Ashram with their parents but some boys also live with their relations in Pondicherry. If there are some boys who have no arrangement of residence, then provision of their residence etc., is also made in a colony within the Ashram. Montessorie and other progressive educational methods are adopted for giving education to the children. All the children receive the guidance, personal contact and love of 'mother'. She herself imparts teaching and generally teaches French to the boys. The Ashram does not give recognition to any particular religion. The education of any specific religion is not imparted. Not only this, all the external rituals etc., of the religions are prohibited for children so that they may not obstruct the progress and development of the children. Yet another special feature of the Ashram school is this that special attention is given to the physical development of the students and all types of exercises, sports and games are compulsory for the students.

All the teachers of the Ashram school are inhabitants of the Ashram and are the disciples of Sri Arbindo. The teachers are not given any salary. The Ashram fulfils all the needs of their family. Thus, the Arbindo Ashram is a training centre of the ancient and modern cultures of India.

Sri Arbindo's International University Centre.—After the death of Sri Arbindo in December 1950, an International University Centre was established in the Pondicherry Ashram in order to give practical form to his dream relating to education. This centre is, in fact, a living memorial of the sacred memory of Yogi Arbindo. In a special convention in 1951, it was decided to establish this centre and this university centre was inaugurated on January 6, 1952. Since then the organisation and development of this centre have been taking place constantly. In fact, this centre is an expanded and converted form of the Ashram school. The curriculum of the university includes subjects such as complete philosophy, Indian and Western philosophy, Mathematics, International Relations and Sociology etc. Special emphasis is given on the teaching of Physical Education and Yogasana etc.

This International University is open for the students of different countries, races, religions and classes. Its basic aim is to provide facilities for deep study and research in spiritual and philosophical life. An endeavour is made to give practical form to Sri Arbindo's principles of 'integral education' and 'integral Yoga.' This centre also endeavours to propagate the feeling of universal brotherhood.

3. Jamia-Milia Islamia.—This educational institution can be regarded as a great experiment in the field of Indian Education organised by nationalist Muslims. It was founded for the first time in 1920 at Aligarh in consequence of the Nationalist Movement. In 1955, this institution was shifted to Delhi where it is still flourishing. In 1928, the teachers of Jamia Milia took an oath that they will themselves look after the management of this institution and will not accept a monthly salary of more than Rs. 150/- for a period of 30 years. During the same period, the members of the staff established an association called 'Aujuman Talimae Milli' and started managing the institution. In 1938, this Association changed its name to Jamia Milia Islamia Society.

The Jamia Milia was established with the aim of giving practical form to the ideas of Gandhiji in the field of education. Its chief aims were to provide such religious and secular education to Indians, specially to Muslims, which should be based on national feelings to make higher study and do research work and to make different experiments in the field of education. It is an autonomous

Institution and looks after its own management. The highest aspiration or aim of Jamia Milia Islamia will be to develop such a form of life of Indian Muslims whose central point may be Islam and to develop our national culture in such a way so that it may be establish harmony with world culture of the human race. This institution acts upon this principles and awakens patriotism and the feeling of unity among the Muslims and inculcates in them the inspiration to protect national interests and render service for the same purpose so that India may make her full contribution in the service of human race and may uplift the feelings of development, peace and justice.

Jamia Milia Islamia was established with these aims in view. This Institution makes full endeavour to achieve these ideals and objectives. Jamia Milia Islamia is not only a school or college but many educational institutions have been included in it and all these together form the Jamia Milia Islamia. It includes the following educational institutions :—

- (1) A residential college, where higher education of art and social sciences is imparted. There is also the provision of imparting training in subjects such as agriculture, social education and community development in the college.
- (2) A multi-purpose residential high school, where training of handicrafts and industries is given besides the education of general subjects in secondary schools.
- (3) A residential primary school which is run through project method and where emphasis is given on mutual co-operation of teachers and students. It is a type of an ideal primary school.
- (4) Teachers' training college, where training is given to the teachers on the basis of basic education system. Diploma in junior course and B. Ed in senior courses are awarded here.
- (5) Adult educational Institution, where Hindi and Urdu literature are published besides making of experiments in the field of social education.
- (6) Arts institute, where training of arts and crafts is given.
- (7) There is also an Institute for rural Economics and Sociology, where study of post graduate standard and research in rural problems are done.
- (8) Institute of History and Politics.

- (9) Institute of rural education.
- (10) Child centre.
- (11) Makqtab Jamia Limited, where books of higher standard and literature are published.

To give training to basic teachers, to study and make special research relating to rural, economic, social and educational problems, expansion of social education, to make special experiment in the field of daily education with a view to implement the community development schemes and the publication of literature relating to these subjects etc., are the special programmes of Jamia Milia. After the independence, the Central Government have granted liberal financial and other types of help to this Institution and consequently, this Institution has made a lot of progress. In the field of Indian education, Jamia Milia is properly fulfilling its duty. As a matter of fact, we can regard it as a very important educational experiment. We may rightly hope that in future it will make such more progress and will make its full contribution in the development and progress of the nation.

4. Vanasthali Vidyapith.—Vanasthali Vidyapith is the centre of women education in Rajasthan. This Institution is a beautiful example of showing as to how modern education can be imparted to Indian women on the basis of ancient Indian ideals and culture. In fact, it can be regarded an important experiment in this connection.

It has been established in a village which is nearly 45 miles away from Jaipur in the province of Rajasthan. This village consists of the poor farmers, labourers and some Harijans etc. Because of the establishment of Vidyapith, the fields of many persons have been acquired. Consequently, even today they have a feeling of opposition towards Vidyapith. However, the local people have been very much benefitted because of the establishment of Vidyapith.

In the year 1929, a Congress worker named Sri Hira Lal Shastri stayed at this village along with some persons with the aim of doing social service in this village. He built a small Ashram there which has been still kept intact as the birth-place of Vidyapith. This Ashram was named as 'Jeewan Kutir'. Shanti Bai, the only daughter of Shastriji had expressed a desire even in her youth to establish a school there. Unfortunately, she died in the year 1935. With the aim of fulfilling the unfulfilled desires of his daughter, Shastriji established Vanasthali Vidyapith. To begin with, a small Girl's School was opened, which developed in the name of Vanasthali Vidyapith since 1942.

At present, nearly 1,000 girl students of different parts of the country belonging to different classes and races etc., receive primary to higher education in the Vanasthali Vidyapith. The early buildings of Vanasthali Vidyapith are made of clay but recently some pucoa buildings have been built for hostels, multi-purpose High school, Kala Bhawan, Shiksha Bhawan and for the residences of the principal and one or two other teachers. Most of the teachers still live in old and kuchcha houses.

There is provision of free education in the Vanasthali Vidyapith for the girls from child classes to M. A. in some subjects. The aim of this Vidyapith is to make the complete development of the girls by imparting them modern education on the basis of Indian culture. Emphasis is given on the development of their character, body and mind. In order to make the girls self-reliant, they are given training in different tepes of domestic works. The management of the Hostel is done by the girls themselves. A special care is taken for their physical development. With this aim in view, they are given training in sports and games, wielding of swords and sticks, riding, different exercises etc.

A special emphasis is given on the building of the character of the girls. Each girl is taught the lesson of social freedom but care is also taken to see that this may not be converted into undesirable freedom. Besides this, the feelings of social service, self-reliance, patriotism etc., are also inculcated in the girls. In order to fulfil these aims, provision has been made for 'Panch Mukhi-Shiksha'. According to this system, provision has been made for importing physical education, practical education, training in arts, moral education and intellectual education.

No boy can be admitted in the Vidyapith. It is, in fact, a school exclusively for girls. Even the teachers and workers of the Vidyapith cannot get their sons admitted in the Vidyapith. However, there are male as well as female teachers. Because of the lack of able female teachers, mostly male teachers teach the girls of almost all the stages. There is a primary school in the Vidyapith which also has a child class. Besides this, there is a High school in which after 8th class, there are 2 departments—the first is General High School in which there are 9th and 10th classes and the second is Multi purpose School organised by the Government of India. Art and Music, Home Science and Handicrafts have been included in the curriculum of the multi-purpose education. It has three years course of higher secondary education from 9th to 11th class. Thereafter, the students can take admission directly in B.A. Besides this, there is provision of study of B.A. and M.A. Classes, which are recognised by the Rajasthan University.

Thus, the general subjects of the girls are taught in the Vanasthali Vidyapith in a new environment. This Vidyapith is, on the one hand, a pure Educational Institution for the girls ; and on the other hand, emphasis is given on the physical development and upliftment of character of the girls and the feelings of boldness and fearlessness are inculcated in them by giving training in riding, weilding of swords, sticks etc. Opportunity of education of collective life is given to the girls coming from different provinces and belonging to different classes and castes. All the teachers and the students have to wear Khadi clothes, to lead a simple life and to sit on earth instead of chairs in their classes. This development in them creates a feeling of piety and austerity. Thus, Vanasthali Vidyapith builds the character and body of the girls besides making their intellectual development.

It is necessary to mention here that in the Vanasthali Vidyapith, the life of the teachers is very difficult. The houses in which they live are not only trouble-some but are insufficient to lead a modern and civilised life. In some senses, it seems to be rather insulting. Since, it is an Institution of girls, only the observance of some rules and regulations of discipline becomes necessary but when this discipline becomes difficult and artificial, the teachers lose their confidence. It is, therefore, necessary that the Vidyapith should not appoint male teachers in its staff. If in the name of discipline, teachers are changed from time to time, the free and unobstructive development of Vidyapith will suffer a set-back. Besides this, the Vanasthali Vidyapith is still situated on a very barren and lonely place, where the necessities of life are not easily available. It is heartening to note that the Vidyapith has opened a Co-operative Consumers' Store in order to remove this difficulty. In spite of all its difficulties and same defects, Vanasthali Vidyapith is a commendable experiment in the field of education of girls in India. Let us hope that in future, this Institution will make a lot of progress and will remove many of its existing difficulties and short-comings

5. Vidya Bhawan, Udaipur.—This institution was established in the form of a small school in the year 1931 by Dr. Mohan Singh Mehta. Since then it has been making constant progress. Dr. Mehta was a prominent leader of Scouting Movement in Rajasthan and he had established this institution with a view to achieve sufficient development of the boys on the basis of scouting. The place on which this Vidya Bhawan has been established was previously a forest region, and the work of giving education to boys was started by establishing camps on the basis of scouting.

Although, in the beginning, the organisers of the Vidya Bhawan had started teaching the boys by organising camps and

hicks yet the organisation of these camps was made on the basis of classes of the schools. Slowly and gradually, it was experienced that this type of system was not suitable. Thus, later on, in accordance with the interest of the students, the programmes of camps began to be organised and consolidated and in its place, classes of subjects such as Arts class, Geography class, History class, Literature class etc., were organised. The students could go to any class in accordance with their interest but in the course of time, several other changes took place and now there is provision of education of all classes i. e., from child class to higher education. This Institution is affiliated with the Rajputana University and at present it includes Nursery Department, Primary School, Higher Secondary School, Higher Basic School, Training College, and other educational Institutions for social service training. Different type of education for giving training in handicrafts and crafts etc., are imparted.

The main aim of Vidya Bhawan, Udaipur is to make social reform, rural development, to render social service and to bring about public awakening through the medium of special programme of education. It may be noted here that this Institution has, to a great extent, succeeded in achieving its objectives and with a view to achieve these objectives, researches and experiments are made throughout the whole year. This Institution is managed by the Vidya Bhawan Samiti, Udaipur and the Government of India also grants financial help and educational patronage to it.

6. S. N. D. T. Women's University.—In 1896, Maharshi Karve established a school in Poona for widows. In the course of time, this Institution began to develop slowly and gradually and because of its popularity, the number of the students also increased and many parents began to send their unmarried daughters in this Institution. Thus, with the slow and gradual increase of Hostel, Primary school, Primary Teachers, Training centres, Secondary school etc., Maharshi Karve started the scheme of higher education of Indian Women. He was of the view that the curriculum of the girls and boys cannot be the same because the field of works of men and women are separate. Hence, he prepared a curriculum of higher education in accordance with the needs of women and established a Women University at Poona in 1916. This institution continued to make progress without any Government recognition and help and in 1930 the Head Office of this University was shifted to Bombay because a millionaire of Bombay gave in charity lacs of rupees in the sacred memory of his mother, Srimati Nathi Bai Damodar Thackersey. That is why, this institution was thereafter named as S. N. D. T. Womens' University after the name of the said woman and since 1951 it has also been accorded Government

recognition. There are many colleges in Bombay, Poona, Surat, Baroda, Ahmedabad etc., which are affiliated to it and there is not the least doubt that this Institution has been making Valuable contribution in bringing about social revolution by giving the message of awakening to the Indian women.

Since the founder of this Institution, Maharshi Karve, was in favour of having a separate curriculum for women education, there is prominence of the development of feminine qualities in the curriculum prescribed by this University. A special care is taken to see that the subjects and programmes should be such as may be helpful to the women-students in their future life and should be capable of making them successful wives and mothers. There is proper provision of the education of women in this university. The medium of instruction is mother tongue and full facilities are provided to the women students for appearing at the examinations as private candidates. The chief functions of this Institution are to make provision of Teachers' Training of all the stages, preparation of programme of women-education and to accord certificates and degrees to women for the successful completion of their education or training as the case may be.

7. Gurukul

The convention of Gurukul Ashram is very ancient in India. In ancient period, Gurukuls and the Ashrams were the only centres of education where the students used to go from different parts, used to live with the family of the Guru and after completing their studies used to return to their houses. These Gurukuls and Ashrams were mostly situated outside the cities in lonely forests and there the students had to lead a very disciplined and difficult life.

In the 20th century, when the feelings of nationality and revival of ancient culture received momentum and Institution such as Vishwa Bharti, Arbindo Ashram, Kashi Vidyapith and Jadavpur Technical College were established, on the other hand, in consequence of the movement of Arya Samaj, some Gurukuls were also established. The Gurukul of Vrindavana and Gurukul Kangri of Hardwar deserve special mention among such Gurukuls. The Gurukul of Vrindavana had been first established in the place called 'Secunderabad' in 1902 but it was established in Vrendavana in 1911. The Arya Pratinidhi Sabha of U. P. is responsible for its management and organisation.

The Gurukul Kangri, Hardwar was founded by Swami Shraddhananda in 1903. Arya-Pratinidhi Sabha of Punjab is responsible for its organisation and management. The students from

different parts of the country come in these Gurukuls to study, especially Sankskrit and Ayurveda.

Boys from 6 to 8 years are admitted in these Gurukuls. They come out of Gurukuls after completion of 14 years of study. At present nearly 1,600 students are receiving education in Gurukul Kangri. The curriculum of the Gurukul includes subjects such as Vedic Research, Ayurveda Research and higher text books of ancient Indian literature and history. The study of Sanskrit language is compulsory.

An endeavour has been made for the revival of ancient vedic civilisation and culture through these Gurukuls. Hence, the programmes of daily life of the students are mostly the same as existed in the Ashrams of ancient period. The students have to observe strict celibacy for nearly 25 years and have to remain unmarried. They have to lead simple, pious and strict life. Meat, wine, smoking are strictly prohibited for the students. Prayer, Yajna, evening prayer etc., are necessary for all the students in their daily programmes. An endeavour has been made to make the students religious and to raise their moral and religious standards.

These Gurukuls of Vrindavana and Hardwar are only for boys. The supporters of this type of educational system are against co-education. Consequently, the girls cannot be admitted in these Gurukuls. However, separate Gurukuls have been established for them. Girl's Gurukul, Dehradun, Girl's Gurukul, Sasni (U.P.) and Agra, Kanya College, Baroda deserve special mention in this connection. General education and education of languages and home crafts etc., are given to the girls on the basis of the ideals of Indian woman. Rules relating to leading of life and morality are as strict for the girls as they are for the boys.

Thus, these Gurukuls are also experiments in the field of Indian education with a view to achieve the revival of ancient Vedic educational system and culture. These Gurukuls are making praise-worthy contribution in the preservation and expansion of Indian knowledge and sciences. It would not be an exaggeration to say that if these Gurukuls had not come to the rescue and had not endeavoured to improve our ancient medical system, our Indian Ayurved would have been completely dead by this time before the pomp and show of western sciences. These Gurukuls have also contributed much in the propagation and expansion of Sanskrit language. Indeed, they can be regarded as praise-worthy experiments in the field of Indian education.

After making a brief study of the above mentioned modern experiments in the field of Indian education, we may conclude that

these experiments, in fact, occupy a special position in the history of Indian education. Much of these experiments have their own special features and have been contributing in their unique way for the preservations and expansion of ancient Indian culture and philosophy. Let us hope that these institutions will make much more progress in future and will make a lot of contribution in removing the difficulties which are prevalent in the modern Indian educational system.
